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THE GATEWAY TO BETTER ENGLISH

* English Language Literature Component: *Simile and Metaphor*
* English Language Literature Component (Form 1): *Selected Short Stories*
* English Through Songs: *The World's Greatest* by *R. Kelly*
* Study Skill: *Emotional Stability for Effective Studying*
* Spotlight: *Women Shaping the Nation Forward*
* Story: *The Fir Tree*
* Computers: *Wash Windows*
* Young Profile: *Students Scale Mt Kinabalu*
* Profile of A Child Star: *Daniel Radcliffe (Harry Potter)*
* Special Feature: *Cloning - Improving or Interfering with Life?*

Brain Teasers, Idioms, Jokes, Games, Teenfile, Students' Corner, Penpals and many more!

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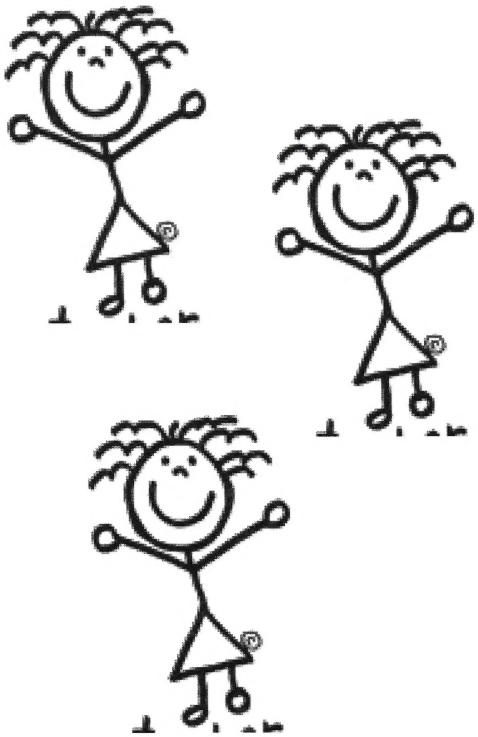
THINK SMART! STAY AHEAD! WITH QUEST!

UN General Assembly sets new date for *Special Session on Children*

The UN *Special Session on Children* has been formally rescheduled by the UN General Assembly for 8-10 May 2002. The Special Session, originally planned for 19-21 September 2001, was postponed following the tragic events of 11 September.

The Special Session on Children is an unprecedented meeting of the UN General Assembly dedicated to the children and adolescents of the world. It will bring together government leaders and Heads of State, NGOs, children's advocates and young people themselves at the United Nations in New York in 2002. The gathering will present a great opportunity to change the way the world views and treats children.



Say Yes For Children

This Magazine is mine
By right divine
And if it goes astray
I'll call you kind
My desk to find
And put it safe away

My Name:.....

My Class:.....

My Teacher:.....

My Best Friend:.....

My School:.....

My Motto This Year is:.....

My Hero:.....

The Magazine Dedicated to Students
Established since 1989

Marching Forward in Harmony. Pg 20

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QUEST READING GUIDE

★ Low vocabulary
★★ Intermediate
★★★ Advanced

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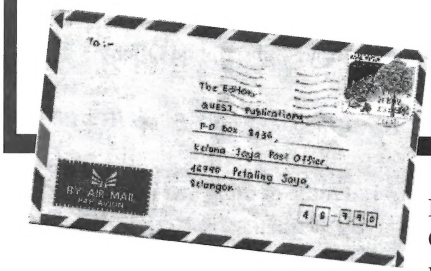
FROM YOU to Us...

First and foremost a million thanks go out to QUEST. I believe that many of QUEST's readers have been improving their English by reading it even though there are only four issues of QUEST in a year. I am one of the loyal readers. It is a perfect English magazine as it contains a lot of interesting games, contests and articles. By the way, I have a request. I hope that the 'crew' of QUEST would set up a website so that students in the entire world could see it and share it with us. I am sure this will be fun. Last but not least, may QUEST last forever! Bravo QUEST!

Oh Li Xin
SMK Berapit
Pulau Pinang



*QUEST certainly deserves praises from the readers. As a fan of QUEST, I would like to make a couple of suggestions. The column on travel is useful to students who don't have the chance to visit other states in Malaysia. However, it would be more striking if a few colourful photographs could be included. A section on new reference books would be useful to PMR and SPM students. A homepage, too, would be a good idea. It will enable readers to interact online and contribute stories. Finally, I hope that QUEST staff will keep up their good work in making this excellent magazine even better.

Mohd Naim Khan
SMK Hulu Langat
Selangor

I am impressed with the section on Computer Knowledge. It has helped me a lot in learning the HTML codes. Thanks a lot for that. Please have a section where readers could share their website with us, where we could visit their websites and learn more about creating a website. The readers who love this section will try out the HTML codes and create a website of their own from what they have learnt. The URLS of the websites will be sent to QUEST to be reviewed. Keep up the good work!

Ting Jean Nee
SMK Convent
Sitiawan, Perak

QUEST is the best magazine I had ever read. Thank you for the educational articles, jokes and exercises. I hope in the future there would be more short stories, language games and humour.

Rusni Mohd Jas
SMK Dato' Klana Putra
Negeri Sembilan

I have never experienced so much excitement as in recent months since I started reading QUEST. Thanks and keep the great work going!

Ma Zheng Feei
Kelantan

My sister introduced QUEST to me. It is a great magazine. Since reading it my vocabulary has improved. Thanks for the interesting jokes and riddles.

Evelyn Philip
SMK Tun Mamat
Johor

As a reader of QUEST, I would like to make a suggestion. I wish QUEST would publish a new section on Translation Corner. I think it would be fun and more interesting. In addition, it can also help us broaden our knowledge about some foreign languages such as French. I really hope that my wish will come true. Thanks and keep up the great work!

Tg Farah Syazana bt Tg Semara
SMK Tg Mahmud,
Alor Lintang,
Besut,Terengganu
(via e-mail)

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*Thank you, readers, for your letters. QUEST would also like to thank all the Principals and teachers who encourage their students to read QUEST. – **Ed.***

QUEST welcomes letters and suggestions from readers. The best letter receives a prize worth RM10.00. Letters marked * will each receive a complimentary issue of QUEST. You may express your opinion on any article published in QUEST. Keep your letters short. Please address your correspondence to:

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IF WE DID ALL THE THINGS WE ARE CAPABLE OF, WE WOULD LITERALLY ASTOUND OURSELVES. - THOMAS A. EDISON

Simile and Metaphor in Poems

by Margaret Daniel

Welcome back! For the first issue of 2002, let's look at two important devices in poems called **simile** and **metaphor**. Those of you in Form Five would have already learnt about them last year but for those who will be studying Literature for the first time you may not have heard of these devices.

Let's look at ***simile*** first, shall we? What are similes? Similes are comparisons that a writer makes between two things using the words *as*,*like* or *them*. For example:

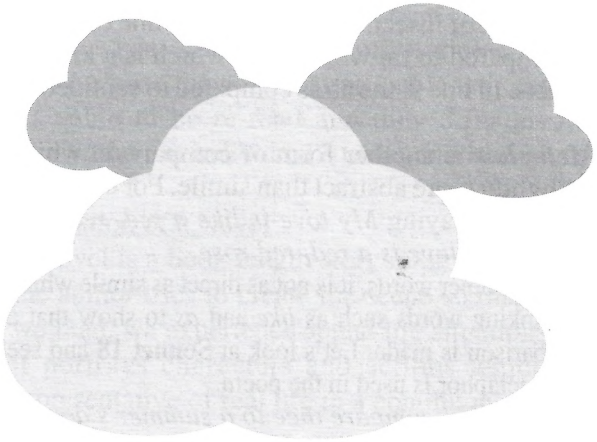
*She is **as** pretty **as** a picture*
*The room is as cold **as** ice*
*My heart is singing **like** a bird*

Now, we will see how a poet uses simile in poems to compare things.

*O, my luve is **like** a red, red rose*
That's newly sprung in June;
*O, my luve is **like** the melodie*
That's sweetly play'd in tune.

A Red, Red Rose by Robert Burns

*I wandered lonely **as** a cloud,*
That floats on high o'er vales and hills



I Wandered Lonely as a Cloud
by William Wordsworth

In the first poem, the poet compares his love to a beautiful red rose that has just bloomed. He then compares his love to a sweet melody of a music. In the second example, the poet expresses his feelings of loneliness by comparing it with the clouds in the sky. He feels that he has no direction or purpose in his life and is walking aimlessly just like a cloud that floats aimlessly in the sky.

Now let us look at examples of the use of similes in **Monsoon History** which can be found in your Literature text book.

The air is wet, soaks
Into mattresses, and curls
In apparitions of smoke
Like fat white slugs furled
Among the timber,
Or silver fish tunnelling
The damp linen covers
Of schoolbooks, or walking
Quietly like centipedes,
The air walking everywhere
On its hundred feet
Is filled with the glare
Of tropical water

Shirley Geok Lin Lim

In the first stanza, the poet is describing the atmosphere during the monsoon season in Malacca. The air is cold and damp. The poet uses the image of insects in the stanza. In line 6, the air is compared to fat white slugs which is a kind of insects. In line 9, the air is compared to centipedes.

Metaphor is another form of comparison which is slightly more abstract than simile. For example, instead of saying *My love is like a red, red rose* we say *My love is a red, red rose*

In other words, it is not as direct as simile which has linking words such as *like* and *as* to show that a comparison is made. Let's look at **Sonnet 18** and see how metaphor is used in the poem.

Shall I compare thee to a summer's day?
Thou art more lovely and more temperate;
Rough winds do shake the darling buds of May,
And summer's lease hath all too short a date;
Sometime too hot the eye of heaven shines,
And often is his gold complexion dimmed;
And every fair from fair sometime declines,
By chance or nature's changing course untrimmed
But thy eternal summer shall not fade,
Nor lose possession of that fair thou ow'st;
Nor shall death brag thou wander'st in his shade,
When in eternal lines to time thou grow'st;
So long as men can breathe, or eyes can see,
So long lives this, and this gives life to thee,

William Shakespeare

In this sonnet, the poet is making a comparison of the beauty of his lady love to a beautiful summer's day. Summer is a beautiful time of the year when it is warm and sunny. A summer's day is lovely and beautiful, but the poet feels that his love's beauty is more beautiful than the lovely summer's day. According to the poet, his beloved's beauty is like the 'eternal summer' because her beauty lasts forever unlike the summer season which lasts for about three months in a year. The summer's day is also not perfect as sometimes the sun is too hot in the summer. The wind is also very strong in summer and this can blow the delicate buds off the flowers. The poet feels that his love is more lasting than the summer because his love does not fade the way the lovely May flowers do.

In the poem, examples of metaphors can be found in the following lines:

And summer's lease hath all too short a date

In this line, the season of summer is compared to something that has been rented out for too short a period.

Sometime too hot the eye of heaven shines

The eye of heaven refers to the sun in the sky that shines too brightly that is caused a glare.

But thy eternal summer shall not fade means that the poet's beloved has beauty that can last forever. The beloved has become an everlasting summer.

When in eternal lines thou grow'st

The *eternal lines* refers to this poem that can last forever. In other words, people will continue reading the poem.

Well, now that you know the meaning of ***simile*** and ***metaphor***, why don't you try to look for examples of simile and metaphor in other poems found in your Literature text book? I'm sure you will be able to find them easily. Till next time, enjoy reading Literature!

Selected Short Stories

by MK

Aims of Learning Literature

1. *Literature helps learners to assimilate grammar and vocabulary of the language unconsciously.*
2. *Literature also exposes learners to different learning styles and creative language, thus getting learners involved in good writing.*
3. *Literature makes the learners think, expand their horizon and teaches good moral values.*
4. *Literature exposes the learners to a wealth of cultures and traditions, which will help the learners to appreciate other cultures and broaden their worldview.*
5. *By analysing and appreciating literature, we are able to analyse human characters and their behaviour.*
6. *Literature exposes the learners to look into the intricacies of human relationships and portrays life in a web of complexity and variety, which will expand one's horizon and gain new insights.*
7. *Literature also enhances the students proficiency in the English Language and contribute to their personal development and character building.*

Writing Skills

Students should be able to:

1. *describe the plot, character, setting and author's point of view*
2. *compare and contrast characters*
3. *write out the sequence of events in the texts.*
4. *explain themes and messages in the text*
5. *paraphrase poems*
6. *give a personal response to the text*
7. *compose short poems and unite brief stories*
8. *summarise the text briefly*
9. *relate events, characters, values and messages in texts to one's own life.*

The Literature component in the short stories section for Form 1 consists of:

a. *The Pencil* by Ali Majod
b. *How Dolat Got Its Name* by Heidi Munan
c. *Of Bunga Telur and Bally Shoes* by Che Husma Azhari

Definition of A Short Story

Somerset Maugham defined 'short story' as being a piece of fiction dealing with a single incident, either material or spiritual and having unity of effect. Edgar Allan Poe believed a short story should have unity, brevity and singleness of effect and could be read in one sitting. Short stories are used because they are of practical length and are able to be re-read and they offer greater variety to individual's tastes and interests.

Definition of a Novel

A novel is a book length story in prose in which the author tries to create the scene so that while we read, we experience actual life situations and it portrays characters and actions which are representative of real life in a continuous plot.

Differences between a short story and a novel

1. A short story is brief and short but a novel is longer. A short story usually describes something that happens within a short time element.
2. A short story has one main plot or it tells us about one main event or happening but a novel has one main plot and other sub-plots.
3. A short story has few characters but a novel has many characters.

4. A short story has a surprise or unexpected ending or twist at the end of the story but a novel has resolutions instead.

There are some important literary elements which we should know when reading a short story.

a. Theme

Theme is a general idea or insight that an artist or writer develops, reveals or repeats in his work. The author's observations about how people behave in certain situations also give the theme of the story. There could be more than one theme involved. Themes are conveyed by either explicit statements whereby the writer actually states what he is getting at or implicit statements where the writer will suggest an idea by the behaviour or actions of a character.

b. Character

Characters are the people in the story. They may be flat in the sense they do not change during the course of the story. Whatever he does, think or says makes no impression on the reader. Characters may be round as they have complex personalities which are characterised in complex ways. They develop during the course of the story. We must know the principal characters of the story and the main character or protagonist (hero) who concludes the story. The inner characters and their functions should also be known. Authors describe characters' physical appearances and personalities. They also show how characters act and what they say. Therefore, character may be revealed by:

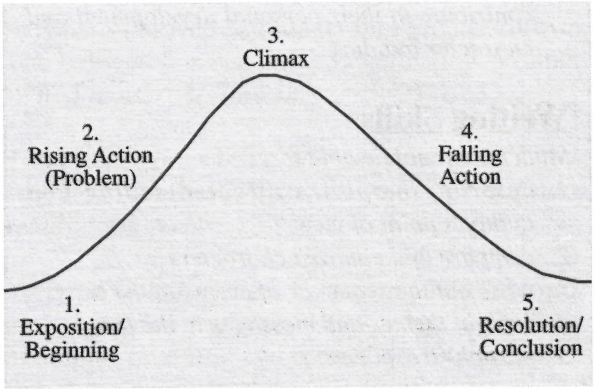
- what they say about themselves
- what other characters say about them
- the reactions of other characters
- the reactions of characters to certain situations
- the reactions of characters to their envronment
- their physical features and build
- their manner of dress
- their social position
- their attitude to life
- their education
- their habits and mood
- what the narrator/ author says about them

c. Plot

The plot is a series of related events in a story. It is important to know the events that constitute the plot. The plot makes the reader feel happy, sad, relieved, amused, curious, etc. Plot depends on the characters and plot can't exist without people. The nature of the characters in the story will determine what actions they take. Plot also depends on conflict. The plot focuses on a character's problem and the action he or she takes to solve that problem. The course of a good story builds to a turning point. The climax is the most exciting part of the story. It is when the character's problem is solved and we find out whether the person gets what he or she wants. Then the story ends with a believable conclusion.

Every plot has these *four* basic parts: a beginning, a problem, a climax, and a conclusion. These elements draw you into the story and make you want to know what will happen next.
Beginning - Problem - Climax - Conclusion

The plot can be represented in a graph:



In a real story, a plot would be spread out over the whole length of the story. It could be woven together with characters, setting and conflict. It is also essential to know whether the plot events are

influenced by the nature of the characters or circumstances and whether the plot builds up to a climax and descend to a resolution. There could be more than one plot.

d. Setting

The setting is the time, place or places the story occurred and the type of society, or people in the story. For example, the story might take place at the beach during summer or in a hospital at night. We should also know whether the setting plays an important role in the story and how a different setting would contribute to the effectiveness of the story. There are some tips in relation to setting. As you read the novel, mark the places where the events take place. You should describe the atmosphere and think of reasons why the author chose the setting. A story may be set in a real place or in a place the author has made up. It may be set in the past, the present, or the future. Sometimes, you can tell what the setting is even from the beginning of the story. But other times, you must infer the setting from the story's details.

e. Point of view

Here, we are interested in who is telling the story. This is the voice of the story, the speaker who is doing the narration. It may be considered as the position from which things are viewed, understood and then communicated to the reader. It is about how the author is involved in the story.

If the author tells the story through that character and he uses the first person pronoun 'I', then the story is told or written from the first point of view. If the author tells the story without being directly involved in it, and he uses the third person pronoun ' he'or 'she' then the story is told or written from the third person point of view.

If the author knows what the characters are thinking, then he is called the omniscient narrator. The narrator from the omniscient point of view is all-knowing. He reveals the thoughts and feelings of all the characters. He is in control of everything in the story. It also involves how the story will change if the viewpoints are changed.

f. Language/Style

It involves the use of dialogue which makes the story interesting and dramatic. The language and words used are simple or different. Language and style gives the description and details that help the reader to visualise a person, an object, or a scene more clearly. Symbols or objects are used to represent an idea. Sometimes, figures of speech such as simile or metaphor are used for comparision. e.g. simile - He was 'as brave as a lion in a battle'. (A smile makes a direct comparison and uses words 'like' or 'as..... as' to denote comparison.) Metaphor - He was a lion in a battle. (A metaphor is an implied or indirect comparison.)

Language and style also contribute to the personification whereby an inanimate thing is described as if it has life or human qualities. e.g. The angry storm uprooted the trees in the village.

g. Tone

It involves the attitude of the author towards the story. eg. hopeful, critical, disappointment, etc. It also involves the feelings or emotions that a story arouses. eg. sad, happy, etc. We should know if the tone changes with events or remained fixed and how the tone contributes to the effect of the story.

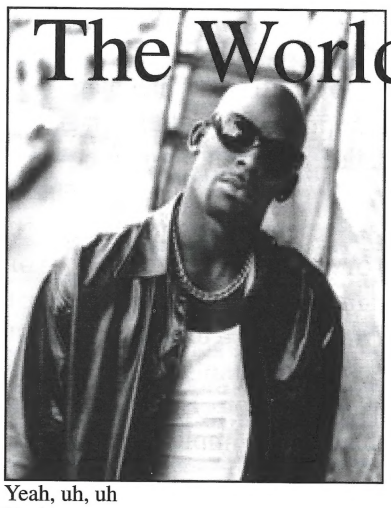
h. Background of the story

When we read the story, we should know when the story was written and in which era. Does the story which we read help us to understand the history or culture of the people? Every story carries a message or moral value. What kind of message or moral value, the author tells the reader. Here, a message is like an advice on the right attitude and behaviour in life. *More in the next issue!*

R. Kelly is an accomplished song writer of hits like I Believe I Can Fly, You're Not Alone and Anytime Anyplace for singers like Michael Jackson, Janet Jackson and Aaliyah. Kelly has won a number of awards including the 'R&B Artist Of The Year' at the 2001 Source Awards. The song The World's Greatest was written by Kelly for the movie 'Ali' (Mohamad Ali, the famed boxing champion)

The World's Greatest

by R. Kelly



Yeah, uh, uh
Yeah
It's the world's greatest
It's the world's greatest
C'mon, yeah
The world's greatest
I am a mountain, I am a tall tree, oh
I am a swift wind sweepin' the country
I am a river down in the valley, oh
I am a vision and I can see clearly
If anybody asks you who I am
Just stand up tall
Look 'em in the face and say
I'm that star up in the sky
I'm that mountain peak up high
Hey, I made it
I'm the world's greatest
And I'm that little bit of hope
When my back's against the ropes
I can feel it
I'm the world's greatest
(The world's greatest, yo)
(The world's greatest ever)
I am a giant, I am an eagle, oh
I am a lion, down in the jungle
I am a marchin' band, I am the people, oh
I am a helping hand, I am a hero
If anybody asks you who I am
Just stand up tall
Look 'em in the face and say
I'm that star up in the sky
I'm that mountain peak up high
Hey, I made it
I'm the world's greatest
And I'm that little bit of hope
When my back's against the ropes
I can feel it
I'm the world's greatest

In the ring of life I'll reign love
And the world will notice a king
When all is darkest, I'll shine a light
And use a success you'll find in me
I'm that star up in the sky
I'm that mountain peak up high
Hey, I made it
I'm the world's greatest
And I'm that little bit of hope
When my back's against the ropes
I can feel it
I'm the world's greatest
I'm that star up in the sky
I'm that mountain peak up high
Hey, I made it
I'm the world's greatest
And I'm that little bit of hope
When my back's against the ropes
I can feel it
I'm the world's greatest
I'm that star up in the sky
I'm that mountain peak up high
Hey, I made it
I'm the world's greatest
And I'm that little bit of hope
When my back's against the ropes
I can feel it
I'm the world's greatest
1 - It's the greatest
Can you feel it
It's the greatest
Can you feel it
Repeat 1 while:
I saw the light
At the end of a tunnel
Believe in the pot of gold
At the end of the rainbow
And faith was right there
To pull me through, yeah
Used to be locked doors
Now I can just walk on through
Hey, uh, hey, hey, hey
It's the greatest
I'm that star up in the sky
I'm that star up in the sky
I'm that mountain peak up high
Hey, I made it
I'm the world's greatest
And I'm that little bit of hope
When my back's against the ropes
I can feel it
I'm the world's greatest

Find A Word

Using the clues below, find the correct words from the song:

1. Find a word which sounds like maid' ....made....
2. Find a word which sounds like 'write' ....reign....
3. Find a word that is the opposite of 'despair' ....hope....
4. Find a word which is the opposite of 'low' ....high....
5. Find the word to complete this idiom 'as good as ..... gold....'
6. Find the word to complete another idiom 'the ....valley.... share'
7. Find the word which means 'a passage under a hill' ..... tunnel....
8. Find a word to complete 'great, greater, ...greatest....
9. Find two words associated with the sky: ....rainbow...., light....
10. Find two words associated with the land: ....valley...., tree....

Idioms

reckon with: *to expect difficulties from*
The new class monitor is someone to be **reckoned with**.

just the ticket: *exactly right*
A cold swim at the waterfall is **just the ticket** after the long climb up the mountain.

at full tilt: *full speed*
He rushed down the corridor and ran **full tilt** into the headmaster.

in cold blood: *deliberately*
Robbers killed the unarmed man in **cold blood.**

armed to the teeth: *carrying all the weapons*
The robbers were **armed to the teeth** when they entered the bank.

to turn a deaf ear: *to deliberately ignore*
The robbers **turned a deaf ear** to the man's pleas to spare his life.

power behind the throne: *the person who really runs an organisation*
Mr Lim is the chairman of the family business but it is really his wife who is the **power behind the throne**.

power of good: *to do a lot of good*
It will do you **a power of good** if you can get some exercise after the long study sessions.

presence of mind: *ability to act calmly in an emergency*
The clerk had **the presence of mind** to press the emergency button when the robbers entered the bank.

a latchkey child: *a child who frequently comes home to an empty house*
Many schoolchildren in the city are **latchkey children.**

go Dutch: *to pay each for oneself at restaurant or cinema*
My friends and I always **go Dutch** when we eat out.

keep one's ear to the ground: *to pay attention to what's happening around one*
Keep your ear to the ground and you'll know who has been spreading the gossip.

EXERCISE

Pick five of the idioms and use them in sentences of your own.

1 .....

.....

2 .....

.....

3 .....

.....

4 .....

.....

5 .....

.....

That's Not-Right-*Lah*

Some sentences are in broken English.
Can you identify them?

1. Has you got a pen?

   Have you got a pen?

2. You has had too many biscuits.

   You have had too many biscuits

3. What shall you do when you see a tiger?

   What will you do when you see a tiger?

4. It's to hot to play football.

   It's too hot to play football

5. The nieghbours have there radio on too loud.

   The neighbours have their radio on too loud.

6. I left mine books over there.

   I left my books over there.

7. Is that a comet?

   ✓

8. Please hand me the flashlight.

   ✓

9. It is a time to leave.

   It is time to leave.

10. She feel ready to go out.

    She felt ready to go out

11. She choose another pair of shoes.

    She chose another pair of shoes.

12. Heat a little oil in the pan.

    ✓

13. Fry a egg until it is cooked.

    Fry an egg until it is cooked.

14. No one know where he is.

    No one knows where he is.

15. She worry about her children.

    She worries about her children.

16. They arrive late for dinner.

    They arrived late for dinner

17. No one hear from them.

    No one heard from them.

18. The traffic came to a standstill.

    ✓

19. Me asked her where she is going.

    I asked her where she is going.

20. Neither of we feel like talking.

    Neither of us feel like talking.

Answers on page 38

Haiku

Haiku is a form of Japanese poetry. It is short and precise but has deep meaning. It is usually written in three lines. It contains 17 syllables. In the first line, there are five syllables. In the second line there are seven syllables. In the third line there are five syllables.

1 2 3 4 5
My / room / is / a / mess

6 7 8 9 10 11 12
Clothes / are / scattered / on / the / floor

13 14 15 16 17
I / can't / find / my / bed

Writing haikus is easy. Haiku usually expresses something beautiful like nature. However, you can try your hand at writing at things around you. You can even write about your computer. Have you ever experienced a computer crash? Write a funny haiku about it. Have a good laugh!

1 2 3 4 5
A / crash / reduced

6 7 8 9 10 11 12
My / expensive / computer

13 14 15 16 17
To / a / simple / stone.

Windows programme not working? Try writing like this:

1 2 3 4 5
Yesterday / it / worked.

6 7 8 9 10 11 12
Today / it / is / not / working.

13 14 15 16 17
Windows / is / like / that.

Did you ever lose a file? Here's how you can describe it:

1 2 3 4 5
A /file/ that/ big?

6 7 8 9 10 11 12
It / might / be / very / useful.

13 14 15 16 17
Now / it / is / gone.

Lastly, if your television screen goes fuzzy white and then blank, describe it like this:

1 2 3 4 5
First / snow, / then / silence.

6 7 8 9 10 11 12
My / thousand / ringgit / box / dies

13 14 15 16 17
So / beautifully.

This is an account of a schoolboy's experience of his school in Africa. It is taken from the novel ***The Strange Man*** *by* ***Amu Djoleto.***

Caught Out!

The school's rickety and half-dead fife-band was in full session. Each class stood in twos in rigid military fashion. All the teachers, six of them, were standing on the school's veranda, in the shade, while the children took the scorching sun. Each class teacher stood in front of his class and barked orders. The newly-admitted class-one boys were unruly and noisy. They had not yet been initiated into the military discipline which prevailed on such occasions. It was only a matter of time.

While they were so engaged, Torto, who was in another file, was looking intently in Mensa's direction; he was trying to wink and smile reassuringly back at him. Unfortunately Mensa would not look his way; Torto therefore had to persist, and he was so taken up by the fruitless task that when the teacher on duty bellowed 'Mark time!' he did not hear him. Mr Lomo, the impressive headteacher, who stood aloof both from pupils and teachers, noticed inattention, but waited for more evidence. Meanwhile Torto was still winking and smiling. The teacher on duty yelled again. 'Right turn!' and then 'Quick march!' Torto was standing without any intention of moving when a boy immediately behind him marched and bumped into him. The boy who bumped into him was so startled that soon after the bump, he nudged Torto into the ribs to get moving so that they would not be caught. Torto was so startled by the well-intentioned nudged that he squealed.

'Halt!' cried Mr Lomo. The whole school came to a dead halt. The boy playing the bass drum was so taken aback by the thunderous cry of halt that he gave the already tired drum a big superfluous bang which marked time for nobody. He had to pray to God at once that no ill should befall him for striking the bass drum when it should have been silent. It was the kind of thing the headteacher did not like and he had been warned before. He had been accused by the head of the school of playing the bass drum not to keep time, but to satisfy his juvenile lust for hitting things.

'Torto! Come forward!' Mr Lomo thundered.

Torto, thinking that Mensa had reported him, decided to run away at once, never to return. But the shock he had on hearing his name mentioned paralysed him.

'Torto! I say, come forward!' cried Mr Lomo, this time brandishing a stout cane he held in his hand.

The whole place was as quiet as a courtroom just before a judge pronounces sentence.

Torto once more thought of bolting; but he knew too much about that school. Just as he had been told in detail that the wife of the headteacher was selfish and wicked so also had it been explained to him in graphic language that it was hopeless and indeed dangerous for a class-one boy to run away from school; Mr Lomo would order the big boys to chase and catch him; and if they caught him, they would so secretly nudge and twist all parts of his body that they would give him hell before worse hell followed.

He therefore obeyed and went forward. By the time he reached the headteacher, who stood tight-lipped and overpowering, his mind had become completely blank. Mr Lomo spoke aloud and said: 'Attention, everybody! This boy Torto standing before me, while the master on duty was giving orders, was laughing and winking. When you were all ordered to march, he was engaged in naughtiness that he wouldn't budge. What shall we do to him?'

'Whip him!' the whole school roared to the skies.

Reading For Understanding

1. Pick out words that you did not understand. Check each word in your dictionary and write the meaning below:

a) ..... – .....

b) ..... – .....

c) ..... – .....

d) ..... – .....

e) ..... – .....

f) ..... – .....

g) ..... – .....

h) ..... – .....

i) ..... – .....

j) ..... – .....

k) ..... – .....

l) ..... – .....

m) ..... – .....

n) ..... – .....

2. Some aspects of the school in the story extract 'Caught Out' resemble life in the army. What evidences can you find?

.....

.....

3. Why was the assembly more unpleasant for the children than for the teachers?

.....

.....

4. Why did Torto not hear the teacher's orders?

.....

.....

5. Why was the headteacher 'tight-lipped'?

.....

.....

FUN with WORDS

Look at the meaning in the brackets. Do you know which word it refers to? Then write down your answer.

Is it HIS?

a) HIS ..... (sound a snake makes)
I heard a ___hiss___ behind the bushes.

b) HIS..... (a description of past events)
We learnt about the country's ___history___ during our travels.

c) HIS..... (notable in history)
It was a ___historic___ occasion when the Prime Minister visited our school.

d) HIS ..... (belonging to history)
August 31, 1957 was a ___historical___ event.

Is it HERS?

a) HER ..... (at this place)
Are you going to be ___here___ today?

b) HER ..... (a group of animals)
A ___herd___ of buffaloes came towards me.

c) HER ..... (type of plant used to flavour food)
Mint is a ___herb___ to flavour tea.

d) HER ..... (a person who lives alone)
The ___hermit___ lives in the cave.

HUM a Tune!

a) HUM ..... (sing with the mouth shut)
I ___hum___ my favourite song when I'm sad.

b) HUM ..... (of mankind)
There are more than 6 billion ___human___ beings on earth.

c) HUM ..... (modest)
Everyone likes a ___humble___ person.

d) HUM ..... (dull)
Life in a kampung can be very ___humdrum___

e) HUM ..... (damp)
Malaysia has a ___humid___ climate.

f) HUM ..... (to make ashamed)
Don't ___humiliate___ him by laughing at him.

g) HUM ..... (ability to see what is amusing)
My grandmother has a good sense of ___humour___ for her age.

h) HUM ..... (lumps)
Camel's have ___hump___

Do a HOP!

i) HOP ..... (jump on one foot)
Kangaroos can ___hop___ very fast.

j) HOP ..... (wish)
I ___hope___ I can pass all my tests this year.

k) HOP ..... (having no hope)
The situation is ___hopeless___.

Answers on page 38

WORD TEASERS

Form new words in Column A by combining words in Column B.

Column A		Column B
1. man	age	bull
2. men	ace	under
3. bride	groom	ruck
4. ruck	sack	sandal
5. chain	saw	fox
6. fox	glove	chain
7. sandal	wood	business
8. under	estimate	bride
9. business	woman	man
10. bull	dog	men

MISSING SYLLABLE

Each of the following words is missing a middle syllable. Only the first and third syllables are given. Write the missing syllable in each word. You may use a dictionary to help you. The first is an example.

1. sus pen sion
2. ve hi cle
3. ca pa ble
4. oc cu pant
5. med i cine
6. pro mo tion
7. mi cro scope
8. va ca tion
9. cor rec tion
10. e nor mous

SPOT THE MISSPELT WORDS

Some words below are misspelt. Circle them and spell them correctly.

1. naughty ✓
2. acheive achieve
3. deceive ✓
4. comence commence
5. distress ✓
6. sensitif sensitive
7. miniture miniature
8. mithology mythology
9. posible possible
10. shriek ✓

For YOUNGER READERS of QUEST

Do you like to have fun with language games, too? Well, on your right are two simple games for you to do. Have fun!

FIND THE WORD

rainbow, ant, thunder, coconut, tortoise

1. It is a slow-moving creature tortoise
2. It has a hard shell coconut
3. It is a tiny insect ant
4. It is nice to look at rainbow
5. It is loud thunder

HIDDEN WORDS

The letters of different sounds are mixed-up. Can you rearrange them?

1. bagn bang
2. issh hiss
3. rashc crash
4. oomb boom
5. ppol plop

Answers on page 38

INCREASE YOUR WORD POWER

Study how each word is used in the sentence. Then use the words in sentences of your own.

1. **undernourished (a)**: not sufficiently fed
   The **undernourished** child was so weak he could hardly walk.

   .....

2. **culprit (n)**: offender
   Who is the **culprit** who stole my pen?

   .....

3. **illustrate (v)**: make clear
   This diagram will **illustrate** the story.

   .....

4. **exempt (v)**: freed from
   Shopping in Pulau Langkawi is **exempted** from tax

   .....

5. **mourn (v)**: grieve
   They **mourn** for the loss of their best friend.

   .....

6. **dazed (v)**: confused
   They were **dazed** by the recent events.

   .....

7. **subside (v)**: grow less
   We took the boat when the winds **subsided**.

   .....

8. **decorative(a)**: suitable for decoration
   Dry wild flowers can be very **decorative**.

   .....

9. **decipher (v)**: to find the meaning of something
   I can't **decipher** the contents of his letter.

   .....

10. **decency (n)**: the quality of being decent
    He did not even have the **decency** to apologise.

    .....

11. **vulnerable (a)**: open to attack
    Old people are a **vulnerable** target for thieves.

    .....

12. **flee (v)**: run away
    You should not **flee** from your responsibilities.

    .....

13. **diminish (v)**: to become smaller
    Problems **diminish** when you talk them out with a friend

    .....

14. **finesse (n)**: a delicate way of dealing with people
    Miss Lee shows **finesse** in dealing with her students.

    .....

15. **embitter (v):** to cause a person to feel hate and anger
    She became **embittered** by repeated disappointments in her life.

    .....

16. **gleam (n)**: a brief show of emotion
    There was a **gleam** of hope in his eyes at the news.

    .....

17. **glower (v)**: to look at a person in an angry way.
    He began to **glower** at her.

    .....

18. **gloomy (a)**: giving very little light
    We entered a **gloomy** little room.

    .....

19. **global (a)**: of the whole world
    A **global** war is a frightening thought.

    .....

20. **havoc (n)**:widespread damage
    The storm caused **havoc** in the village.

    .....

Riddles & Giggles

A tiny tot, this girl
Her name – Miss Ruby Red
Clad in a skirt of scarlet
A price on her head
She burns mouths and brings tears
In this she's unequalled with no peers

Who am I?: .....

Answer: Chilli

Working hard for her whole life
Beautiful flower gardens her haunts
She is making something valuable
Sweeter even than delicious candies

Who am I?.....

Answer: A honey-bee

Medical Student: Call me a Doctor! Call me a Doctor!
Man: *Why? Are you sick?*
Medical Student: No! I've just graduated from the Medical College as a Doctor.

Dad: Ali, how are you getting on in school?
Ali: *Okay, Dad. Centre-forward in football and right-back in lessons.*

Haris: Dad, I studied till 12 midnight yesterday
Dad: *When did you start studying?*
Haris: At 11.59 pm.

Teacher: Johan, your spelling is bad! You should always consult your dictionary whenever you are in doubt.
Johan: *But, Sir, I'm never in doubt.*

Mother: Julie, don't speak through your nose.
Julie: *Why not, Mom?*
Mother: Because you'll wear out your nose.

Teacher: Mei Lin, what do you call the young of a pig?
Mei Lin: A piglet, Miss.
Teacher: Good. Su, Jin, what do you call the young of a bull?
Su Jin: Bullet, Miss???

Write Your Own Joke!

Q: _____
_____
_____

A: _____
_____
_____

Q: _____
_____
_____

A: _____
_____
_____

EMOTIONAL STABILITY FOR EFFECTIVE STUDYING

ISSUES WITH PARENTS

by ELINA KAMARUZZAMAN

We have tackled study skills, the importance of organising your study space and how to use a study group properly. This time, we are going to explore how emotional stability is one of the most important elements for effective studying. We will see how we can achieve and maintain emotional stability.

Many students who approach me with problems tend to have issues with their parents, teachers, siblings and friends. In turn, they are not able to focus on their schoolwork because they do not know how to confront or deal with the problem at hand. Let's look at some of the common problems some of you may face with your parents in this issue. Maybe you can identify with some of them:

Problems with Sibling Rivalry

Students face a lot of challenges at home these days such as sibling rivalry, parents who argue, separate or divorce and parents who are too strict or demanding.

Sibling rivalry is common in many families whereby we perceive our parents trying to compare us with our brothers and sisters. We may also feel that parents favour one of our siblings than they do the others. Why do they do this?

First and foremost, parents often try to do their best in bringing their children up. When they feel that one of their children is not maximising his or her potential, they feel the need to give him or her a push. Sometimes, they would encourage more studying with the promise of cash for good grades while others would resort to spending more time and effort with the child to ensure that he or she studies better. Of course, we would all prefer the latter, especially when Mom and Dad sends us to one of the best Additional Mathematics teachers in town when we are failing in this subject.

Parents, however, have another tactic, which is to compare your performances with one of your brothers or sisters. They do this because they feel that perhaps you are receiving the same resources as your siblings where studies are concerned. Thus, there is no reason for you to perform less successfully compared to them.

Parents need to realise that you are unique. At the same time, the way you study, the teacher you have and your level of intelligence and interest in the subject plays a part in your performance.

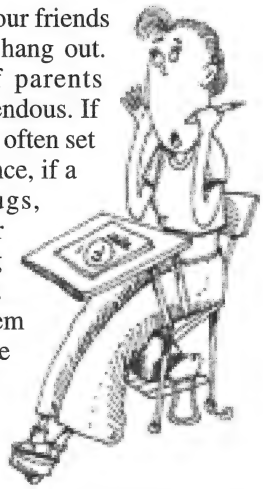
When parents make an issue about you not performing up to par, seek help from your teachers or friends. If your family can afford it, ask them whether you can buy some useful revision books or attend tuition classes. When you take these initiatives, parents would feel that their job is almost done. They always want the best for you and sometimes they try to find the easiest way to tackle issues at home because they lack time and resources themselves. Comparing you with their siblings, they hope will inspire you to do better on your own. Parents know how competitive the real world can be, especially when you do not have the best of grades. When you get good grades in school, you have better and wider options in life.

If you want to talk to them about this issue and you feel that they are liberal enough, find time when they are not tired or stressed to discuss how you feel. Tell them you would feel more comfortable if they see you as an individual who wants to achieve a lot more. Make sure that you DO want to be a high achiever. Discuss your current strengths and weaknesses (make sure you do this checklist first) and how you plan to do well. Parents like it when you have gone that extra mile to make a difference in your life.

Problems with Parents who are Too Strict and Demanding

Why do parents have curfews when you go out? They tell you to be back by a certain time and quiz you as

much as they can about who your friends are and where you intend to hang out. Well, the responsibility of parents towards their children is tremendous. If anything goes wrong, blame is often set towards the parents. For instance, if a child gets involved in drugs, parents would be blamed for neglect and for not providing good values to their children. This can be very painful for them especially when they have done their best. Sure, some Malaysian parents find it hard to express their love and to communicate with their children. But believe me, when they stop you from doing certain things, it is because they are afraid that you may get hurt or be harmed in some situations.



Parents are wary when their teenagers fall in love as you may not be able to focus on your studies. They know the pain people go through during a break-up and they cannot bear to see you go through this pain. Their good intentions to see you safe and sounds always comes out wrong when they try to prevent you to fall in love or pursue a relationship with the opposite sex.

Thus, if you do fall for someone, it is important to find someone who will not cause you to falter in your studies. Find someone who has the determination to improve and do well in life and not someone who will lead you into negativity. Many students say that they are in control of their friendship and that they will not be influenced to do bad things. It is very hard for parents to believe this as they know how great temptation can be. For instance, they know that if you experiment with drugs, the probability of getting hooked is high. If you copy physical expressions of love on television, you may be tempted to try more intimate expressions later. Sometimes, teenagers find it hard to see all this until they are caught in a dilemma.

It is normal to want to try out new things as teenagers and it is completely normal to fall in love. When this happens, I recommend you talk about it with someone you can trust, like a friend, a teacher or counsellor. Perhaps, they can provide a check and balance on your conduct so that you do not go too far.

The moment you feel you have made a mistake, attend to it immediately. Do not sweep things underneath the carpet. If you do this, the problem will manifest later and before you know it, your studies will be affected.

Parents Who Argue a Lot

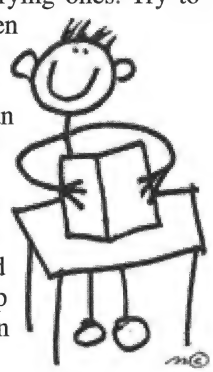
Remember, being in relationship is not an easy thing. Some of you are blessed with parents who maintain a loving relationship but some were forced into marriage due to tradition. Some students have parents who barely have enough money to make ends meet. On the other spectrum, some parents have so much money, that this money is spent on gambling and other vices. Some parents were abused when they were young. As they may not have attended to their hurt and pain, they may think that this is the best way to deal with their own children. These challenging situations can be tough for anyone.

If your parents argue once in awhile, don't panic. This is one of the ways adults let off their steam and confront one another's mistakes. Yes, parents do make mistakes and they do disagree with one another. It is only human.

If your parents are arguing all the time or are abusive towards one another to the point that you cannot focus on your school work, perhaps there is a need to talk to your counsellor or someone older that you can trust. You must be very discreet about this as no one would want their dirty laundry to be washed in public. Ask them for some help on how to talk to your parents.

At the same time, maybe you can get one of your parents alone and talk to them about what THEY are going through. They probably need a lot of love, support and solace and what better when it comes from you. Here, you need to be objective and try not to take sides. Ask your parent if there is anything you can do to resolve the matter. However, if the matter is very serious, seek help from a trustworthy family member or a close family friend who is able to keep the matter confidential.

Situations where parents are having problems can affect you as a students are very trying ones. Try to separate the bad feelings you feel when you see your parents fight and the need to be objective when you study. This is tough and not many can do this. Never bottle up your feelings when you are in pain. Talk to someone and know that you are not alone and that there are people out there who are willing to help. God will only help those who help themselves – I am a firm believer in this statement.



TAKE CARE and I look forward to your comments. E-mail me at mamaek@pc.jaring.my or write to me through QUEST.

Women Shaping the Nation Forward

March 8 is International Women's Day. We have this special day to observe the special roles women play throughout the world. The International Women's Day also highlights inequality, cruelty, violence and injustice towards women in some parts of the world.

Women do more than just give birth. They have qualities that help to balance the aggressive and forceful tendencies of a male-dominated world. We need feminine qualities like compassion, service, intuition, warmth, peace-loving, kindness and gentleness. Where men and women enjoy equal privileges, equal education and equal opportunities, there would be peace and happiness as there would be a better appreciation of the value of lives.

Women make up 48.9% or 11.4 million of the total population in Malaysia (2000 pop census). Compared to some parts of the world where differences in cultures and traditions have made acceptance to change difficult, Malaysian women have been luckier. They have been contributing to the development of our nation in many fields since Malaysia's independence.

One of the foremost remarkable early women pioneer is Fatimah Hashim. She became the country's first woman minister. Born in Johor in 1924, Fatimah Hashim participated in politics, along with her husband and contributed greatly to the development of the country after it became independent in 1957. She led the women's section of the United Malay National Organisation (UMNO), the main political party of Malaysia. In 1969 she was appointed the Minister of Welfare, thus becoming Malaysia's first woman minister. During this time, Fatimah Hashim devoted herself in helping women's groups, including the National Council of Women's Organisation. Another woman leader in politics during the formation of the young nation was Aishah Ghani (now Tan Sri).

Other women who have played different roles in the shaping of a nation include Latifah Ghows from Taiping. A doctor's daughter, she became the first woman to qualify as a doctor. She graduated in 1942 from the Hong Kong University and after the Second World War, Dr Ghows worked in Singapore before joining the Penang Medical Services.

In more recent times, Malaysian women have held posts in various fields that included politics, medicine, business, banking and even in new territories like astrophysics. Dr Mazlan Othman's achievement as an astrophysicist was remarkable. She is one of the 10,000 astrophysicists in the world, out of which only 10 percent are women. Dr Mazlan created great interest when she was appointed Director-General of Space Science Studies in the Prime Minister's Department in 1993. Her responsibilities included managing the National Planetarium and assisting the Government in formulating a space policy for Malaysia. It was at a time when space science was a new field in Malaysia, and the Government aspired to create a scientific society that will meet the challenges of the 21st century.

History was also made when Datuk Zakiah Hanum was appointed the first Director-General of the National Archives. So it was during the 1998 Asian economic crisis when Dr Zeti Akbar Aziz was appointed as Deputy Director-General of Bank Negara. Later she became its Director-General.

However, though these women pioneers broke new grounds in Malaysia, they account for only a tenth of the managerial category. Women still have a long way to go before they enjoy equal opportunities. The UN Decade for Women (1976-1985) pointed out that women though accounting for half of the world's population, perform two-thirds of the hours worked, receive one-tenth of the world's income and have only one-hundredth of the world's property registered in their name. Discrimination against women still exists in the labour force. This is because of the traditional 'male breadwinner' view that only men should go to work. Widows, divorcees and single parents are placed at a disadvantage in such situations.

Women's groups like the National Council of Women's Associations (NCWO) and Women's Affairs Secretariat (Hawa) have been lobbying to redress imbalances. Eradication of poverty among women in estates, rural areas and urban slums, was foremost in NCWO's objectives. Women leaders like Mrs F.R. Bhupalan, Puan Sri Fatimah Hamid Don, Dr Jamilah Ariffin, Puan Azah Aziz, Datuk Zakiah Hanum and Cik Noor Farida Ariffin have been vocal in getting their views heard. The outcome of such pressures was that the Government responded. In 1989, the Cabinet approved the National Policy on Women, which among other things, sought to include women in all sectors of development according to their ability, eradicate poverty, improve standard of living and abolish illiteracy.

In recent years various laws sought to protect the dignity of women and improve their status. A code of ethics for the prevention of of sexual harassment in the workplace

was introduced in 1999. Women taxpayers, whose husbands had no taxable income, were provided taxable relief similar to that provided for a male taxpayer whose wife had no taxable income. To protect Muslim women, a review was made of the syariah courts to increase its powers.The Women and Girls Protection Act 1973 and Child Protection Act 1991 were reviewed and streamlined into the Child Act 2000. The Guardianship of Infants Act 1961 was amended in 1999 to allow joint guardianship of children in matters relating to immigration and registration. In implementing this amendment, mothers were allowed to sign all documents involving their underaged children. Recognising the need to further enhance the effectiveness of the national machinery to improve women's status, the Women's Affairs Department at the National Unity and Social Development Ministry was transferred in 1999 to the Prime Minister's Department. For more effective implementation of the National Policy for Women, the Plan of Action for Advancement of Women was introduced to public and private sector agencies as a guide in planning and implementing development programmes.

Under the Eight Malaysia Plan (2001-2005), the Government plans to review existing laws and regulations to eliminate those which discriminated women. These includes those pertaining to family law and the distribution of property for non-Muslims. The Government will also study the feasibility of establishing family courts with a view to ensuring that issues pertaining to the family are discussed and made in a conducive environment.

Issues on women's health were also addressed in the Eight Malaysia Plan. Under the Plan, the Government will establish a special hospital for women where illnesses common to women such as osteoporosis, gynaecological illnesses, fertility and menopausal problems can be attended to.

The Eighth Malaysia Plan also took into consideration that in a changing global environment, women have to be equipped with knowledge and skills to cope with not only the demands of he family but also career. Female employment in Malaysia accounts for 44.5% in 2000, with the manufacturing sector having the largest share of employed women (27.3% in 2000). Other areas of high employment of women are production (22.6% in 2000) and wholesale and retail trade, hotels and restaurants (22.3% in 2000). Women in professional and technical category formed only 13.5 in 2000. The strategic thrusts for advancement of women include providing more education and training opportunities to meet the demands of a knowledge-based economy. Training will be provided. So will access to information and communication technology. The Employment Act 1955 will be amended to include new and flexible working arrangements such as teleworking, part-time and job sharing. Also, the private sector being the largest employer will be encouraged to provide childcare centres, transportation and housing facilities for women.

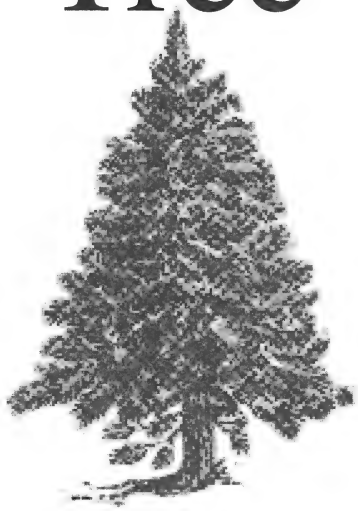
Women's groups also play a key role in catering to the needs of special groups. The Women's Aid Organisation provides temporary shelter, food and counselling for battered women. It serves as a social necessity where battered women and their children can have access for help. Yayasan Wanita or Malaysian Women's Development Foundation was established to organise, carry out and support schemes and projects for the promotion of the well-being and welfare of Malaysian women as a whole. The Federation of Women Entreprenuers Association of Malaysia was established in response to the increasing number of women entrepreneurs and correspondingly, women entrepreneur associations, each set up to meet a function or need of the specific community. The Women's Institute of Management is another women's organisation which seeks to promote leadership of women in all sectors, provide skills training for women to gain access to income and promote partnership development between men and women for the total community. The Internet, too, is used as a tool to share knowledge with other women. FemiNet Malaysia is a project started in 1998 as an Information Technology resource center. It serves Malaysians in general, and Malaysian women in particular, through the Internet, to educate and encourage them to join the information age.

Something To Discuss

1. Think of other roles women played in shaping our nation and discuss them with your classmates.
2. How would you further improve women's opportunities so that they are on equal footing with men?
3. In countries where women cannot work, how will widows find money to bring up their children?
4. Talk to your grandmothers. Find out what life was like for them during their days when they were young. You'd probably discover that many of them did not get the opportunities to go to school because of war, lack of money and other reasons. Yet, you'd find that that did not stop them from educating your mother and father. They worked hard and saved money for a better life for their children. This is the sacrifice of your grandmother's generation.

Hans Christian Anderson was a great children's story-teller who lived more than a 100 years ago. His stories are still loved very much by children all over the world. Read this tale about a fir tree.

The Fir Tree



Far down in the forest, where the warm sun and the fresh air made a sweet resting-place, grew a pretty little fir-tree; and yet it was not happy, it wished so much to be tall like its companions – the pines and firs which grew around it. The sun shone, and the soft air fluttered its leaves, and the little peasant children passed by, prattling merrily, but the fir-tree heeded them not. Sometimes the children would bring a large basket of raspberries or strawberries, wreathed on a straw, and seat themselves near the fir-tree, and say, "Is it not a pretty little tree?" which made it feel more unhappy than before. And yet all this while the tree grew a notch or joint taller every year; for by the number of joints in the stem of a fir-tree we can discover its age. Still, as it grew, it complained, "Oh! how I wish I were as tall as the other trees, then I would spread out my branches on every side, and my top would over-look the wide world. I should have the birds building their nests on my boughs, and when the wind blew, I should bow with stately dignity like my tall companions." The tree was so discontented, that it took no pleasure in the warm sunshine, the birds, or the rosy clouds that floated over it morning and evening. Sometimes, in winter, when the snow lay white and glittering on the ground, a hare would come springing along, and jump right over the little tree; and then how mortified it would feel! Two winters passed, and when the third arrived, the tree had grown so tall that the hare was obliged to run round it. Yet it remained unsatisfied, and would exclaim, "Oh, if I could but keep on growing tall and old! There is nothing else worth caring for in the world!" In the autumn, as usual, the wood-cutters came and cut down several of the tallest trees, and the young fir-tree, which was now grown to its full height, shuddered as the noble trees fell to the earth with a crash. After the branches were lopped off, the trunks looked so slender and bare, that they could scarcely be recognized. Then they were placed upon wagons, and drawn by horses out of the forest. "Where were they going? What would become of them?" The young fir-tree wished very much to know; so in the spring, when the swallows and the storks came, it asked, "Do you know where those trees were taken? Did you meet them?"

The swallows knew nothing, but the stork, after a little reflection, nodded his head, and said, "Yes, I think I do. I met several new ships when I flew from Egypt, and they had fine masts that smelt like fir. I think these must have been the trees; I assure you they were stately, very stately."

"Oh, how I wish I were tall enough to go on the sea," said the fir-tree. "What is the sea, and what does it look like?"

"It would take too much time to explain," said the stork, flying quickly away.

"Rejoice in thy youth," said the sunbeam; "rejoice in thy fresh growth, and the young life that is in thee."

And the wind kissed the tree, and the dew watered it with tears; but the fir-tree regarded them not.

Christmas-time drew near, and many young trees were cut down, some even smaller and younger than the fir-tree who enjoyed neither rest nor peace with longing to leave its forest home. These young trees, which were chosen for their beauty, kept their branches, and were also laid on wagons and drawn by horses out of the forest.

"Where are they going?" asked the fir-tree. "They are not

taller than I am: indeed, one is much less; and why are the branches not cut off? Where are they going?"

"We know, we know," sang the sparrows; "we have looked in at the windows of the houses in the town, and we know what is done with them. They are dressed up in the most splendid manner. We have seen them standing in the middle of a warm room, and adorned with all sorts of beautiful things, – honey cakes, gilded apples, playthings, and many hundreds of wax tapers."

"And then," asked the fir-tree, trembling through all its branches, "and then what happens?"

"We did not see any more," said the sparrows; "but this was enough for us."

"I wonder whether anything so brilliant will ever happen to me," thought the fir-tree. "It would be much better than crossing the sea. I long for it almost with pain. Oh! when will Christmas be here? I am now as tall and well grown as those which were taken away last year. Oh! that I were now laid on the wagon, or standing in the warm room, with all that brightness and splendor around me! Something better and more beautiful is to come after, or the trees would not be so decked out. Yes, what follows will be grander and more splendid. What can it be? I am weary with longing. I scarcely know how I feel."

"Rejoice with us," said the air and the sunlight. "Enjoy thine own bright life in the fresh air."

But the tree would not rejoice, though it grew taller every day; and, winter and summer, its dark-green foliage might be seen in the forest, while passers by would say, "What a beautiful tree!"

A short time before Christmas, the discontented fir-tree was the first to fall. As the axe cut through the stem, and divided the pith, the tree fell with a groan to the earth, conscious of pain and faintness, and forgetting all its anticipations of happiness, in sorrow at leaving its home in the forest. It knew that it should never again see its dear old companions, the trees, nor the little bushes and many-colored flowers that had grown by its side; perhaps not even the birds. Neither was the journey at all pleasant. The tree first recovered itself while being unpacked in the courtyard of a house, with several other trees; and it heard a man say, "We only want one, and this is the prettiest."

Then came two servants in grand livery, and carried the fir-tree into a large and beautiful apartment. On the walls hung pictures, and near the great stove stood great china vases, with lions on the lids. There were rocking chairs, silken sofas, large tables, covered with pictures, books, and playthings, worth a great deal of money, – at least, the children said so. Then the fir-tree was placed in a large tub, full of sand; but green baize hung all around it, so that no one could see it was a tub, and it stood on a very handsome carpet. How the fir-tree trembled! "What was going to happen to him now?" Some young ladies came, and the servants helped them to adorn the tree. On one branch they hung little bags cut out of colored paper, and each bag was filled with sweetmeats; from other branches hung gilded apples and walnuts, as if they had grown there; and above, and all round, were hundreds of red, blue, and white tapers, which were fastened on the branches. Dolls, exactly like real babies, were placed under the green leaves, – the tree had never seen such things before, – and at the very top was fastened a glittering star, made of tinsel. Oh, it was very beautiful!

"This evening," they all exclaimed, "how bright it will be!" "Oh, that the evening were come," thought the tree, "and the tapers lighted! then I shall know what else is going to happen. Will the trees of the forest come to see me? I wonder if the sparrows will peep in at the windows as they fly? shall I grow faster here, and keep on all these ornaments summer and winter?" But guessing was of very little use; it made his bark ache, and this pain is as bad for a slender fir-tree, as headache is for us. At last the tapers were lighted, and then what a glistening blaze of light the tree presented! It trembled so with joy in all its branches, that one of the candles fell among the green leaves and burnt some of them. "Help! help!" exclaimed the young ladies, but there was no danger, for they quickly extinguished the fire. After this, the tree tried not to tremble at all, though the fire frightened him; he was so anxious not to hurt any of the beautiful ornaments, even while their brilliancy dazzled him. And now the folding doors were thrown open, and a troop of children rushed in as if they intended to upset the tree; they were followed more silently by their elders. For a moment the little ones stood silent with astonishment, and then they shouted for joy, till the room rang, and they danced merrily round the tree, while one present after another was taken from it.

Continue on page 38

WORD TARGET

WIN EXCITING MYSTERY PRIZES

Each square contains a letter. All you have to do is to form as many words as you can using the letters in the squares. Read the rules below carefully before you start.

H	R	F
S	I	N
E	A	M

RULES

1. Every word you form must make use of the letter I
2. Words must be made up of THREE or more letters.
3. Proper nouns, slang words, abbreviations and plural words are not allowed.
4. YOU CANNOT REPEAT THE SAME LETTER TWICE in a word.
5. YOU CANNOT REPEAT THE SAME WORD TWICE.
6. Finally, every entry must contain ONE word formed from all the nine letters in the squares.
7. Write down all the words on a sheet of paper. Write clearly.
8. All entries must be accompanied by the contest coupon provided in page 25.

PRIZES

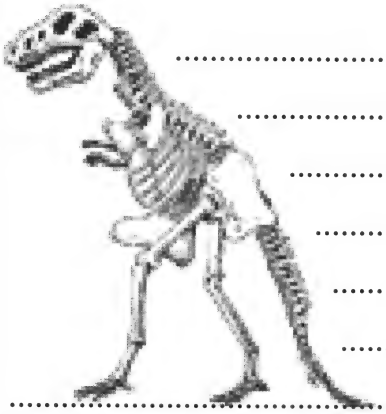
1. FIVE winners with the most number of correctly-formed words will EACH receive A MYSTERY PRIZE WORTH RM10.00
2. A **FREE** copy of QUEST will be sent to TEN others with the most number of correctly-formed words in each descending order of merit.

'WRITE SOMETHING FUNNY'

FUN STICKERS TO BE WON

FOR READERS BELOW 11 YEARS!

Look at the picture. Think of something funny to write about the picture.



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This contest is open to those below 11 years. Cut the coupon and send it together with your big brother's or sister's entry.

If you are sending your entry on your own,write your name and address on the coupon on page 25 and send it to the address on Page 25.

PRIZES

THREE lucky winners picked after the closing date will receive **FUN STICKERS**.

QUEST CROSSWORD

EXCITING MYSTERY PRIZES TO BE WON!!

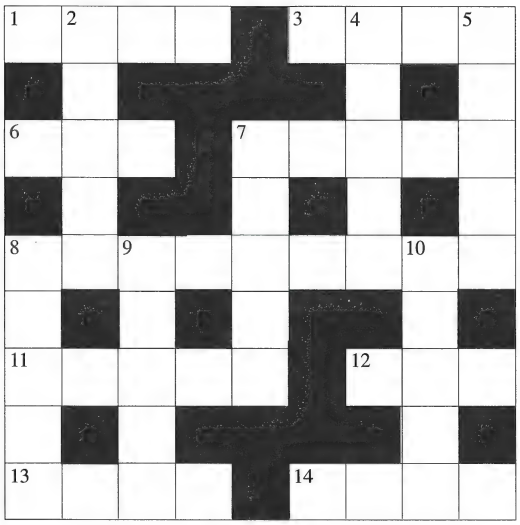
Here is a crossword for you to solve. FIVE all correct entries will EACH receive A MYSTERY PRIZE WORTH RM10.00. TEN others win each receive A FREE COPY of QUEST.

ACROSS

1. Small piece of land (4)
3. A purplish fruit (4)
6. It comes before two (3)
7. One the move (5)
8. To have effect on (9)
11. Spoon with a long handle and large bowl (5)
12. Boy (3)
13. To do as one is told (4)
14. To deal successfully with (4)

DOWN

2. A coarse cloth (5)
4. A language not spoken nowadays (5)
5. To mix in (5)
7. Sharp (5)
8. Snow hut (5)
9. Popular sweetmeat (5)
10. Muscular pain (5)



Name: .....

School: ..... Form: .....

Address: .....

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HOW TO ENTER THE CONTESTS

Write the names of the contests you are entering. Then fill in CLEARLY your name, home address, date of birth and the school you go to on your contest coupon.

Pin your CONTEST COUPON TOGETHER with ALL YOUR CONTEST ENTRIES. Post your entries to:

QUEST PUBLICATIONS
(CONTESTS DEPARTMENT)
P.O. BOX 8436
KELANA JAYA POST OFFICE
46790 PETALING JAYA, SELANGOR

CONTESTS IN THIS ISSUE CLOSE ON 30 MAR 2002

QUEST 51 CONTEST COUPON

I AM ENTERING THESE CONTESTS :

1. .....
2. .....
3. .....
4. .....

Name: ..... Boy/Girl

I. C: ..... Date of Birth: .....

School: ..... Form: .....

Home Address: .....

.....

Postcode: .....

QUEST Q51 PEN-PAL CLUB COUPON

Name: ..... Boy/Girl .....

Date of Birth: .....

Hobbies: .....

.....

Home Address: .....

.....

.....

CONTEST WINNERS

★ ★ ★ *of* QUEST 51 ★ ★ ★

WORD TARGET

The FIVE winners who will each receive a YEAR'S SUBSCRIPTION OF QUEST are:

1. Nur Hidayah bt Yahya
   MRSM Chenderoh, Perak
2. C. Puvaneswaran
   SMK Bekok, Johor
3. Chiang Yi Ning
   SMK Derma, Perlis
4. Adlina Fauzan Ahmad
   SMK Zainab (1), Kelantan
5. Cheah May Hoong
   SMK Yu Hua Kajang, Selangor

The TEN winners who will each receive a COPY OF QUEST are:

1. Lai Huey Qin
   SMK Yu Hua Kajang, Selangor
2. Lee Ee Han
   SMK Yu Hua Kajang, Selangor
3. Tan Zhu Yun
   SMK Seri Desa, Tg Karang, Selangor
4. Yuvanaa Subramaniam
   SMK Datuk Mansor, N. S.
5. Siti Maisharah
   SMK Bera, Triang, Pahang
6. Nurul Aini Adnan
   SMKA Sultan Azlan Shah, Perak
7. Chong Kim Chun
   SMSabah Tsung Tsin, Sabah
8. Noor Syairah Meor A Rahman
   SR(P) Ta'ayah, Perak
9. Kamilah Mohd Alwai
   SM Sains Sultan Mahmud, Terengganu
10. Huang Chee Xuan
    SMK Chung Hua, Sarawak

WRITE SOMETHING FUNNY

Fun stickers go to:
Chow Siew Jey
from Pahang

CONGRATULATIONS to all winners!

To those of you who tried but did not win a prize, remember your answers were good, too. There were just too many entries and only a few lucky winners could be selected. Thank you for your participation. You did well. Do try again, okay? Who knows, you may win the next time!

CROSSWORD

The answers are:

ACROSS
1. CHRISTMAS
4. BOATS
6. ENTERTAIN
7. SIGNS
8. LIGHTNING

DOWN
1. CATHEDRAL
2. STAY RIGHT
3. SHRINKING
5. SCAR

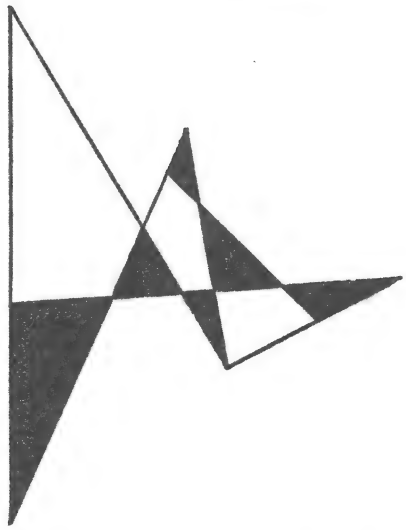
The FIVE winners who will each receive a YEAR'S SUBSCRIPTION OF QUEST are:

1. Lee Sue Ann
   SMK Hua Lian, Perak
2. Nurul Farazila bt Meon
   SMK Tenang, Johor
3. Sunita bt Ab Hamid
   SMU(A) Maahad Muhammadi (P), Kelantan
4. Harathi Dorairaja
   SMK Convent, Sitiawan, Perak
5. Poh Tian Er
   SMJJK Yu Hua Kajang, Selangor

The TEN winners who will each receive a COPY OF QUEST are:

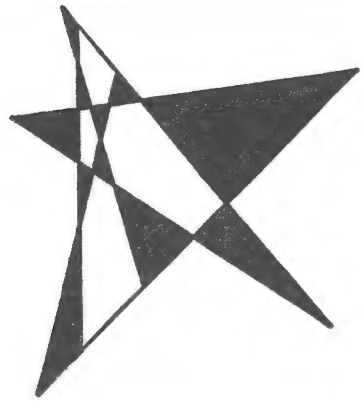
1. Mohd Naim Khan bin A Khan
   SAMHUL, Kajang, Selangor
2. Carolyne Jong
   SMS Kuching, Sarawak
3. Quek Zhek Yang
   SMK Tenang, Johor
4. Nor Azian Abas
   SMK Tenang, Johor
5. Rinna Entika
   SMS Kuching, Sarawak
6. Muneirah Abu Bakar
   SMS Kuching, Sarawak
7. Nurul Maisara bt Jaffar
   MRSM Chenderoh
8. Fan Weiqi
   SM Notre Dame Convent, Malacca
9. Sarannya Sukumaran
   SMK Engku Husain, Selangor
10. Rozlinda Fitrina Mohd Radzi
    MRSM Taiping, Perak

Tricky Triangles



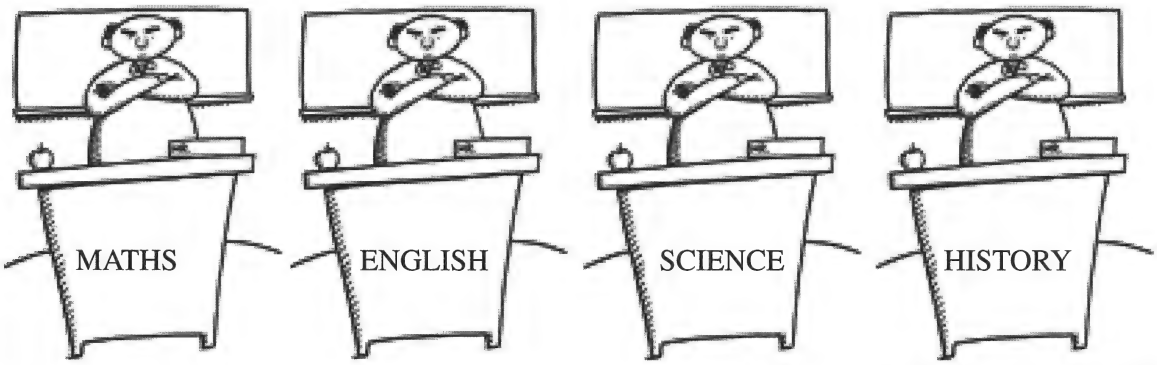
What is the largest number of non-overlapping triangles that can be produced by drawing seven straight lines? The above diagam shows how seven lines can produce six non-overlapping triangles, but you ought to be able to find a much better solution than this.

The diagram below shows how seven lines can produce eleven non-lapping triangles



Cloning

Improving or Interfering with Life?



Fancy having identical teachers?

In a laboratory in Worcester, Massachusetts, USA last year, scientists removed the DNA (deoxyribonucleicacid) from human egg cells and replaced it with DNA from a human body cell. The egg cells began to develop 'to an embryonic state.

Of the eight eggs, two divided to form early embryos of four cells. One progressed to a six-cell stage before it stopped dividing. Many people, including President Bush of USA criticised the experiment. They said the scientists are interfering with life and the experiment can cause harm to mankind in the future. However, Robert P. Lanza, vice president of medical and scientific development at the laboratory, Advanced Cell Technology Inc, defended the experiment. He said his company's intention was not to make carbon copies of people but to use the knowledge in helping people who have diseases like cancer, diabetes, strokes, AIDS and mental diseases.

'I'm just trying to help people who are sick, and really that's our focus, said Michael West, a scientist who was involved with cloning.

Advanced Cell Technology says it hopes to use the embryos in order to create stem cells. Stem cells are cells, that can grow into any kind of cells in the body. These cells can be those found in liver tissue and brain tissue. They can be used to make new organs. For example, if a patient has a damaged liver, stem cells from the patient can be used to make a new liver. At the moment, a patient with damaged liver can only hope for a liver tissue transplant from another healthy person. Sometimes a liver transplant is successful. Sometimes it is unsuccessful because the person's body rejects foreign cells. Stem cells used to make new organs for a patient, however, do not cause tissue rejection problems as they are the patient's own cells.

Though the intention is good, many people worry because they fear that the knowledge can be misused. One of the fears is that people can be cloned. Cloning simply means duplication. Do you remember reading about Dolly the cloned sheep in one of our earlier issues?

What is Cloning?

A clone is an individual organism grown from a single body cell of its parent, making it a genetic duplicate of the parent. To simplify a complex process, here are the major steps in cloning a mammal:

(1) Scientists collect an egg (an oocyte) from a female of the species that will be used as the surrogate mother. This could be the same species as the one being cloned (e.g. a cow egg used for a cow) or a different species (e.g. using a black bear egg to clone a panda).

(2) They suck the nucleus out of the original egg, removing all genetic code.

(3) They take a skin cell from the organism to be cloned and either insert that cell into the empty egg or place them together.

(4) They apply a small electrical pulse, which fuses the skin cell with the empty egg, effectively transferring the nucleus from the skin cell to the empty egg and forming a single new egg. A second electrical pulse causes this new egg to start dividing.

(5) Once the egg has divided into a number of cells, this now growing embryo is implanted into the uterus of a surrogate mother.

(6) If all goes according to plan, at the end of the gestation period, a clone is born.

There are complications with cloning and success rates are low. However, scientists are optimistic about the various applications of cloning. They say it can save endangered species like tigers and pandas from extinction. A few years ago, scientists attempted to clone a gaur, an endangered Asian ox. They implanted the cloned gaur embryo in a cow, which gave birth to a baby gaur. The baby gaur, which was named Noah, was healthy enough to stand unaided. But the calf caught a common infection and died of dysentery within 48 hours of birth.

Other scientists worry that the public will see cloning as an 'easy solution' and will not be encouraged to conserve wildlife habitats. Also, cloned animals tend to be significantly larger at birth than normal, or they often have enlarged organs, heart problems, or poor immune systems.

Something To Discuss

1. Is the creating of stem cells the same as creating a human being?
2. If scientists want to revive an extinct species like dinosaur but they only have DNA samples from a male of that species, can they build a self-sustaining species?
3. What would happen to the species' gene pool if all the individuals were cloned from just a few parents?
4. What problems might be encountered when reintroducing species that have become extinct?

Something To Do

Last year, Italian fertility doctor Severino Antinori and U.S. researcher Panos Zavos announced plans to clone humans. Imagine you have six clones exactly like you. All of them think and behave exactly like each other. What kind of problems would crop up? Jot down your thoughts on a paper.

@ Duron 800MHz will easily do the job than getting Athlon XP which is more designed for Windows XP but then do you need XP?

The Spark-Key Column Version 3.2

Wash Windows

From Doors to Windows...

We covered quite enough about Web Pages and the basics in past articles so we will take a break from all those and focus on Windows a little what with the new release of the XP version as well!

If any of you require more information about Web Pages you can always send a mail to the cat via QUEST and it will be replied by yours truly (see the cat can only read and not write or type back)!

So some of you might have heard about Windows XP from all the hype and advertisements.

What most people do not know is that XP is not really what it lives up to be but mainly as a marketing ploy for Microsoft to push more sales of its newest Operating System software to users.

Good golly, that much?

First of all, you will need a pretty powerful hardware system to fully make use of XP. Consider a 1GHz processor with 512MB of RAM if you want XP to run smoothly as the OS (Operating System) is much more demanding that previous Windows versions. You will suffer with 128MB of RAM so 256MB is recommended but if you want to do more things easily go for 512MB.

Second, the OS takes up more than 2GB of hard disc space (yikes!) so consider a 20GB hard drive at least (these days you can get those for around RM300 so it is quite cheap actually!).

If all these are too much of hardware to acquire, consider sticking with Windows ME (Millennium Edition). XP is designed more for multi-users (like say your home having one powerful computer that the whole family shares to use. In the past, everyone shared the same desktop, programs and such (or some created profiles that could be logged on and off when in need).

In XP, a whole new log-on takes place. When Windows starts up, you get to chose the user to log-on, then get your own desktop, programs and all. A new user can create a whole new profile with their own programs and settings. In XP, you can also switch users so say if you are playing a game, your sister can switch to her profile to check her e-mails while your game goes into suspended state and will resume when she logs off and you resume your profile. Same goes with other programs running as well (if any).

New Technology?

Most of these abilities were brought over by a corporate version of Windows known as NT (New Technology). It began with NT 3.51 then went to NT4 and finally Windows 2000 was built on NT as well. In XP, Microsoft took the 95, 98, ME, NT and 2000 all into one final product, XP.

This also means XP is a fully 32-Bit OS like NT.

This means many of your DOS or 16-Bit programs or games might not run in XP or have problems. Besides that, many devices do have problem with XP as well (new OSes have a tendency to do that). Just like how Windows 98 SE (Second Edition) was better than Windows 98.

Pirates? Arr, matey we be marooned!

Bad news for those who have been playing pirated games all this while on previous versions of Windows. XP has more security and anti-piracy measures built-in so many of your cracked games would not be able to run. Now this would be fine for working people who can afford RM100 over for a game but students?

XP also has this irking Product Activation feature that will lock up after 14 days if you do not register with Microsoft. Some hackers have got around this by distributing a modified XP that has this feature disabled but most XP versions would still require you have the original OS.

Unless you are into video conferencing and remotely administrating other computers, the Home Edition of XP will do the job instead of the corporate Professional Edition.

Hmm...

So before you go XP hopping crazy, it would be good to consider if you have the hardware to support it (no need having adequate then later realising you are straining to do multi-tasking) and if you need or can put up with the features.

If you have a few users on the same machine, powerful hardware, original software, latest applications or games and willing to spend time getting some devices or programmes to work, stick to Windows ME for home users with broad compatibility or Windows 2000 if you want more stability and run mainly serious applications.

Do not follow the hype just because the salesman tells you it is the latest OS. Not all latest software from the computer industry is a good thing. Sometimes stick to what works best!)

TECHNOLOGY NEWS

Cyberattacks on the Rise

Cyberattacks against companies in the United States are on the rise. The attacks are against high-tech, financial services, media, entertainment and energy companies. Most of the attacks are mild in nature. However, some were severe enough to cause critical and emergency-level events.

The report by a security company, Riptech, says that once companies connect their systems to the Internet, they are virtually guaranteed to suffer some form of attack. Riptech investigated more than 128,000 cyberattacks found in the analysis of 5.5 billion log entries

Third Generation Telephone Network

Verizon became the first company in the United states to launch a so-called 'third generation' or '3G' wireless telephone network in the United States. The upgraded telecommunications network makes it possible for subscribers with specially equipped wireless phones to access Internet at high connection speeds.

A New Bug That Loves to Party

A new computer bug called 'My Party' is spreading to Europe and parts of North America from Asia. The worm e-mails itself to every person in an infected users' e-mail log making it look as if the worm comes from a colleague or friend. However, 'My Party' worm is not as serious as past e-mail worms, such as 'Nimda' and Sircam'.

Continue from page 23

"What are they doing? What will happen next?" thought the fir. At last the candles burnt down to the branches and were put out. Then the children received permission to plunder the tree.

Oh, how they rushed upon it, till the branches cracked, and had it not been fastened with the glistening star to the ceiling, it must have been thrown down. The children then danced about with their pretty toys, and no one noticed the tree, except the children's maid who came and peeped among the branches to see if an apple or a fig had been forgotten.

"A story, a story," cried the children, pulling a little fat man towards the tree.

"Now we shall be in the green shade," said the man, as he seated himself under it, "and the tree will have the pleasure of hearing also, but I shall only relate one story; what shall it be? Ivede-Avede, or Humpty Dumpty, who fell down stairs, but soon got up again, and at last married a princess."

"Ivede-Avede," cried some. "Humpty Dumpty," cried others, and there was a fine shouting and crying out. But the fir-tree remained quite still, and thought to himself, "Shall I have anything to do with all this?" but he had already amused them as much as they wished. Then the old man told them the story of Humpty Dumpty, how he fell down stairs, and was raised up again, and married a princess. And the children clapped their hands and cried, "Tell another, tell another," for they wanted to hear the story of "Ivede-Avede;" but they only had "Humpty Dumpty." After this the fir-tree became quite silent and thoughtful; never had the birds in the forest told such tales as "Humpty Dumpty," who fell down stairs, and yet married a princess.

"Ah! yes, so it happens in the world," thought the fir-tree; he believed it all, because it was related by such a nice man. "Ah! well," he thought, "who knows? perhaps I may fall down too, and marry a princess;" and he looked forward joyfully to the next evening, expecting to be again decked out with lights and playthings, gold and fruit. "To-morrow I will not tremble," thought he; "I will enjoy all my splendour, and I shall hear the story of Humpty Dumpty again, and perhaps Ivede-Avede." And the tree remained quiet and thoughtful all night. In the morning the servants and the housemaid came in. "Now," thought the fir, "all my splendour is going to begin again." But they dragged him out of the room and up stairs to the garret, and threw him on the floor, in a dark corner, where no daylight shone, and there they left him. "What does this mean?" thought the tree, "what am I to do here? I can hear nothing in a place like this," and he had time enough to think, for days and nights passed and no one came near him, and when at last somebody did come, it was only to put away large boxes in a corner. So the tree was completely hidden from sight as if it had never existed. "It is winter now," thought the tree, "the ground is hard and covered with snow, so that people cannot plant me. I shall be sheltered here, I dare say, until spring comes. How thoughtful and kind everybody is to me! Still I wish this place were not so dark, as well as lonely, with not even a little hare to look at. How pleasant it was out in the forest while the snow lay on the ground, when the hare would run by, yes, and jump over me too, although I did not like it then. Oh! it is terrible lonely here."

"Squeak, squeak," said a little mouse, creeping cautiously towards the tree; then came another; and they both sniffed at the fir-tree and crept between the branches.

"Oh, it is very cold," said the little mouse, "or else we should be so comfortable here, shouldn't we, you old fir-tree?"

"I am not old," said the fir-tree, "there are many who are older than I am."

"Where do you come from? and what do you know?" asked the mice, who were full of curiosity. "Have you seen the most beautiful places in the world, and can you tell us all about them? and have you been in the storeroom, where cheeses lie on the shelf, and hams hang from the ceiling? One can run about on tallow candles there, and go in thin and come out fat."

"I know nothing of that place," said the fir-tree, "but I know the wood where the sun shines and the birds sing." And then the tree told the little mice all about its youth. They had never heard such an account in their lives; and after they had listened to it attentively, they said, "What a number of things you have seen? you must have been very happy."

"Happy!" exclaimed the fir-tree, and then as he reflected upon what he had been telling them, he said, "Ah, yes! after all those were happy days." But when he went on

and related all about Christmas-eve, and how he had been dressed up with cakes and lights, the mice said, "How happy you must have been, you old fir-tree."

"I am not old at all," replied the tree, "I only came from the forest this winter, I am now checked in my growth."

"What splendid stories you can relate," said the little mice. And the next night four other mice came with them to hear what the tree had to tell. The more he talked the more he remembered, and then he thought to himself, "Those were happy days, but they may come again. Humpty Dumpty fell down stairs, and yet he married the princess; perhaps I may marry a princess too." And the fir-tree thought of the pretty little birch-tree that grew in the forest, which was to him a real beautiful princess.

"Who is Humpty Dumpty?" asked the little mice. And then the tree related the whole story; he could remember every single word, and the little mice was so delighted with it, that they were ready to jump to the top of the tree. The next night a great many more mice made their appearance, and on Sunday two rats came with them; but they said, it was not a pretty story at all, and the little mice were very sorry, for it made them also think less of it.

"Do you know only one story?" asked the rats.

"Only one," replied the fir-tree; "I heard it on the happiest evening of my life; but I did not know I was so happy at the time."

"We think it is a very miserable story," said the rats. "Don't you know any story about bacon, or tallow in the storeroom."

"No," replied the tree.

"Many thanks to you then," replied the rats, and they marched off.

The little mice also kept away after this, and the tree sighed, and said, "It was very pleasant when the merry little mice sat round me and listened while I talked. Now that is all passed too. However, I shall consider myself happy when some one comes to take me out of this place." But would this ever happen? Yes; one morning people came to clear out the garret, the boxes were packed away, and the tree was pulled out of the corner, and thrown roughly on the garret floor; then the servant dragged it out upon the staircase where the daylight shone. "Now life is beginning again," said the tree, rejoicing in the sunshine and fresh air. Then it was carried down stairs and taken into the courtyard so quickly, that it forgot to think of itself, and could only look about, there was so much to be seen. The court was close to a garden, where everything looked blooming. Fresh and fragrant roses hung over the little palings. The linden-trees were in blossom; while the swallows flew here and there, crying, "Twit, twit, twit, my mate is coming," – but it was not the fir-tree they meant. "Now I shall live," cried the tree, joyfully spreading out its branches; but alas! they were all withered and yellow, and it lay in a corner amongst weeds and nettles. The star of gold paper still stuck in the top of the tree and glittered in the sunshine. In the same courtyard two of the merry children were playing who had danced round the tree at Christmas, and had been so happy. The youngest saw the gilded star, and ran and pulled it off the tree. "Look what is sticking to the ugly old fir-tree," said the child, treading on the branches till they crackled under his boots. And the tree saw all the fresh bright flowers in the garden, and then looked at itself, and wished it had remained in the dark corner of the garret. It thought of its fresh youth in the forest, of the merry Christmas evening, and of the little mice who had listened to the story of "Humpty Dumpty." "Past! past!" said the old tree; "Oh, had I but enjoyed myself while I could have done so! but now it is too late." Then a lad came and chopped the tree into small pieces, till a large bundle lay in a heap on the ground. The pieces were placed in a fire under the copper, and they quickly blazed up brightly, while the tree sighed so deeply that each sigh was like a pistol-shot. Then the children, who were at play, came and seated themselves in front of the fire, and looked at it and cried, "Pop, pop." But at each "pop," which was a deep sigh, the tree was thinking of a summer day in the forest; and of Christmas evening, and of "Humpty Dumpty," the only story it had ever heard or knew how to relate, till at last it was consumed. The boys still played in the garden, and the youngest wore the golden star on his breast, with which the tree had been adorned during the happiest evening of its existence. Now all was past; the tree's life was past, and the story also, – for all stories must come to an end at last.

YOUNG Adventurers

Thirty-six students from SMJK Yu Hua Kajang, accompanied by six teachers scaled the formidable Mt Kinabalu in Sabah last year. One of the young climbers, Chen Wei-Chuen, describes the mountain adventure.

We were a team of 36 students and six teachers from SMJK Yu Hua Kajang, Selangor. Our team was made up of members from various societies such as Police cadets, St John's cadets, Boy Scouts, Girl Guides and Fire Brigade Cadets. We were well prepared for the climb up Mt Kinabalu. After weeks of training to improve our stamina, we discovered that we had already walked 30km. During our training sessions, we were given talks by our teachers on our performances and what to bring.

On 12 August 2001, we took a flight to Kota Kinabalu. The flight took two hours and 45 minutes and soon we were on our way to Kinabalu Park. We reached Kinabalu Park at noon and we put up a night there. Next morning we took a 10-minute bus ride to the entrance where we began our journey.

Timpohon Gate was our first stop. It is at an altitude of 1900m above sea level. It took us six hours to reach Laban Rata which is situated 2.5 km away from the summit. The summit is 3,333m (11,000 ft) above sea level.

The 6.5km walk from Timpohon Gate was an adventurous journey because the tracks were like steps made out of hardened soil. Wood supported the edge of each step. There were small huts at each km, a place to refill water bottles and even toilet facilities. So there was nothing to worry about.

By six in the evening, the wind started to blow strongly while the heavenly sky darkened. We had our meals in Laban Rata, the place where we put up a night. Time passed and we were given a talk by Mr Nagaya, one of the teachers on what to expect the next morning. We prayed hard for good weather that night before going to bed as the weather was turning bad that evening.

At midnight, it was raining cats and dogs. We felt the world falling over us. We couldn't help but feel disappointed. At two that morning, during our breakfast, the guide said that we might not make it to the peak because of the bad weather. We waited patiently till it was three a.m. before we set off to the peak. Everyone was excited at that moment. They shone their torches so that there was enough light in order to climb the track by night. At one one point we had to hold on to the icy ropes to climb onto huge rocks. Slowly, we could see the lights from the villages. They which looked like stars. It was really a beautiful sight.

The air got thinner as we moved higher. By 6.30 am, we reached the summit of Mt Kinabalu, Low's Peak which is 4,101m (13,455ft) above sea level. The wind was blowing strongly and the temperature was 3-4 degrees, with mist everywhere and the sun would rise soon. We felt as if we were in heaven. We spent some time taking photographs of the beautiful sight.

We were very lucky as the weather was great and the sky clear. There was mist but the cool wind blew it away. We took our time to explore the place. From there we could see the small town. It was time to leave the highest mountain of Southeast Asia. This expedition was an extraordinary and unforgettable experience for all of us and it will always be in our hearts.

School Lessons Boring?

Students in England and Wales believe lessons are 'dull and boring'. This was revealed in annual surveys where views of 11 to 16-year-olds in about 500 schools were sought. The surveys were made each year since 1990. Mike Johnson, a research fellow at Keela University said the proportion of pupils who felt school was 'dull and boring' had jumped to 30% in 2001. He was unable to account for the sudden sharp increase, saiying he had not yet analysed the thousands of comments made by pupils on why they were losing interest in their schoolwork. The proportion of students who protested at disruption by unruly classmates rose to 40% in 2001. A spokeswoman for the Department for Education and Skill said,'Schools should take account of pupils views when drawing up disciplining policies and take seriously any complaints by pupils about disruption to their education. There is no evidence to suggest that there is a direct correlation between the Government's drive to raise standards in schools and an increase in pupils's unhappiness.'

Youth Crimes on the Rise in China

The number of offences committed by juveniles in China has been rising dramatically. Some 70 percent of youth crimes are thought to be gang-related and the perpetrators are growing younger and increasingly violent.

The most dangerous trend may be the rise in youth gangs, which have begun to flourish both in big cities like Beijing and Shanghai and in rural areas. Many of the groups start out in schools—where kids say they are often bullied and robbed by older students. Some gangs turn to kidnapping classmates, rape and murder.

Criminologists attribute the crime wave to Beijing's strict family-planning policies that have produced a generation of only children who are by reputation spoiled, self-centered and greedy.

Chinese experts also point an accusing finger at parents and schools, who they say are failing to meet the needs of today's students. Li says the majority of troubled children come from homes that are lacking in family warmth and communication. According to a survey of 2,000 young people detained for committing crimes in one Chinese city, 24 percent came from broken families or families in which one of the parents was deceased. In another 20 percent of these cases, other family members had committed crimes. In the remainder, parental controls were said to be lacking.

Even in healthy homes the intense pressure for kids to excel in school forces many in the opposite direction.It leads to a situation where kids no longer want to go to school. They cut class but then can't go home, and so they get into trouble.The rise in petty crimes is also attributed to migrant workers and their children who cannot afford classroom fees and resort to committing crimes in major cities. Three quarters of those crimes are committed by young people.

Drug use among Chinese youth is skyrocketing. There were 540,000 registered drug users in rehab programmes by the end of 1997—not including those in private institutions—and the number now is estimated at 860,000. Some 75 percent of drug users are under the age of 25, with heroin the preferred choice for almost all of them.

The Chinese authorities has turned to new prevention strategies like *bang jiao* (help and education) in which small, informal groups of parents, relatives and selected neighbors intervene with juvenile delinquents. Nearly 90 work-study schools have been set up around the country to rehabilitate youths convicted of misdemeanors instead of jailing them.

Future Leaders of the World?

Fifteen-year-olds from 32 of the world's most developed countries were tested in 2000 to gauge how well they could apply knowledge gained in and out of school in reading, math and science skills. The test was part of the Programme for International Student Assessment (PISA).

In literacy, Finland, Canada and New Zealand came at the top, respectively, with US in 15th place. The literacy test includes the ability to interpret and reflect on texts and retrieve information.

In Maths and Science, Japan, Korea, New Zealand and Finland were in top places with US much lower on the scale.

The US Education Secretary Rod Paige was perturbed by the results which showed American 15-year-olds are just average in reading, maths and science skills. 'Average is not good enough for American kids. In the global economy, these countries are our competitors ...,' he is reported to have said in a written statement. The US government is considering ways to improve the results of the findings.

Among the study's other findings were that girls outperformed boys in reading literacy in every participating country, and children from richer background performed better than those from poorer families.

The study is the first in a series. In 2003, PISA will test problem-solving skills, and in 2006, literacy in information and communication technology. PISA was organized by the Paris-based Organization for Economic Cooperation and Development, an international group that includes the United States and other industrialized nations.

ANIMAL KINGDOM

Rani

by Vivian Shim, Sabah Chinese High School, Sabah

It has been hours since she caught anything. Rani the Sumatran tiger is becoming very desperate. She has to find some food to feed herself and her two cubs. All of them had not eaten for many days. Not an animal can be found in the jungle. It seems that all the animals have disappeared.

"It must be because of those huge monsters," thought Rani. Big machines have been cutting down the trees in the jungle. because of that, the animals living in the jungle have lost all their homes and food sources. Like the other animals, Rani wanted to leave this part of the jungle, but she has two cubs to look after.

Suddenly, she heard a very faint sound. It was her cubs crying for help. She immediately rushed back to her den. When she arrived at her den, everything was quiet. Her cubs were not in the den. She became very uneasy. Where could her cubs be? But then, she sensed a different smell in her den. She had never smelt it before. It was all over the place. She followed the smell outside to the entrance of her den.

All of a sudden, the ground gave in and she fell into a deep hole. Rani could not climb out of the hole. Then, two creatures appeared at the side of the hole. They stood on only two legs. She had never seen anything like them before. The two creatures threw something on her. It was a net. She could not move as she was all tangled up Later, they dragged her out of the hole and put her into a cage. After that, they put the cage onto a machine. Rani tried to get out of the cage, but only succeeded in getting herself hurt. Then, the machine started moving. It was transporting her out of the jungle.

After a while, the machine stopped. They arrived at a place she has never been before. Ther were no trees or plants and it smelt of many different animals. She was then lifted down from the machine. At that time, Rani saw her cubs in another cage beside her. They were crying and shivering in fright. Rani wanted to comfort them, but she was locked in a cage.

Just at that time, one of the two-legged ceatures pointed something at her cubs. She heared two loud bangs and two flashes of light. Her cubs stopped crying and fell down. Then, they stopped moving.

After that, the creature pointed the same thing at her. She heared the same loud bang and saw the same flash of light. Then, she felt something going through her brain. It was extremely painful. Later, her whole body started to go numb and she fell down. With her last breath, she cried out the last time. Then, her eyelids became very heavy and she closed her eyes forever ...

ANSWER PAGE

Check your answers to the Language Games and Exercises on this page.

ENGLISH THROUGH SONGS PAGE 8

1. made
2. right
3. hope
4. high
5. gold
6. lion
7. tunnel
8. greatest
9. star, rainbow
10. mountain, valley, river

THAT'S NOT RIGHT-*LAH!* PAGE 10

1. Have you got a pen?
2. You have had too many biscuits.
3. What will you do when you see a tiger?
4. It's too hot to play football.
5. The neighbours have their radio on too loud.
6. I left my books over there.
7. ✓
8. ✓
9. It is time to leave.
10. She felt ready to go out.
11. She chose another pair of shoes.
12. ✓
13. Fry an egg until it is cooked.
14. No one knows where he is.
15. She worries about her children.
16. They arrived late for dinner
17. No one heard from them.
18. ✓
19. I asked her where she is going.
20. Neither of us feel like talking.

FUN WITH WORDS PAGE 14

Is it HIS?
a) HISS
b) HISTORY
c) HISTORIC
d) HISTORICAL

Is It HERS?
a) HERE
b) HERD
c) HERB
d) HERMIT

HUM a Tune!
a) HUM
b) HUMAN
c) HUMBLE
d) HUMDRUM
e) HUMID
f) HUMILIATE
g) HUMOUR
h) HUMP

Do a HOP !
a) HOP
b) HOPE
c) HOPELESS

LANGUAGE GAMES PAGE 15

Word Teasers
1. manage
2. menace
3. bridegroom
4. rucksack
5. chainsaw
6. foxglove
7. sandalwood
8. underestimate
9. businesswoman
10. bulldog

Missing Syllable
1. suspension
2. vehicle
3. capable
4. occupant
5. medicine
6. promotion
7. microscope
8. vacation
9. correction
10. enormous

Spot the Misspelt Words
1. ✓
2. achieve
3. ✓
4. commence
5. ✓
6. sensitive
7. miniature
8. mythology
9. possible
10. ✓

FOR YOUNGER READERS OF QUEST, PAGE 16

Find the Word
1. tortoise
2. coconut
3. ant
4. rainbow
5. thunder

Hidden Words
1. bang
2. hiss
3. crash
4. boom
5. plop

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Chan Sher Ly, a Form 1 student of SMK Seafield in Subang Jaya, Selangor enjoys writing poems. Here are two of them.

Boredom

Boredom is when you have,
Nothing else to do.
You're not happy,
Neither are you blue.

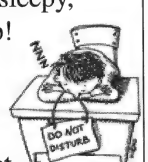
Boredom is a feeling,
Which is very plain.
But if you get too much
It makes you go insane!

Boredom is plentiful.
You find it every where.
So, sadly to say,
Boredom isn't rare!

Boredom is a speech,
that never seems to end.
It's in a history lesson,
That drives you round the bend.

When boredom is around,
Time goes slow.
The minutes are longer,
The hours will grow.

Your eyelids become heavy,
Your head starts to drop.
Boredom makes you sleepy,
And it will never stop!



Boredom is bad,
It spoils your day.
But don't fuss and fret,
It'll soon go away.

Two Roads

I was at a lonely street,
Where two roads seem to meet.
Should I go left or right ?
Each road seemed promising and bright.

I've come from such a long way,
Now there's no turning back.
I must make this decision today,
That bravery, I do not lack.

Then and there I stood in the middle.
Which choice should I make?
Knowing the best is such a riddle,
Left or right, should I take?

I try to look down the left,
But I can't see what comes ahead,
Fearing it holds something I dread,
I examined the right one instead.

I turned around to seek the right,
What lies next it did not show,
Though the road here promises light,
What secrets it has, I did not know.

Between two roads, long I stood.
I wish that I could travel both.
This or that, both seemed good,
But making the wrong move, I loath.

Once I choose, I must go on.
Although the road may turn out dark.
Whatever the choice, right or wrong,
On this mission, I must embark.

When I go, I can't return.
Knowing this will change my life,
But slowly, I'll eventually learn,
To carry on and to survive.

Steadily, I came forth.
Wherever I go, east or west,
Wherever I go, north or south,
I am willing to take the test.

The journey is long, I didn't forget.
That challenge I received,
I won't give up, I won't regret,
I'll choose wisely, I won't be deceived.

This isn't to be left to fate,
This journey to faraway lands.
No time to lose, no time to wait,
My life is in my own hands.

So there I was at a lonely street,
Where two roads seem to meet……

CORPORAL PUNISHMENT

by Mohd Naqiudon Bin Razal
Kolej Sains Pendidikan Islam
Negeri Terengganu

I really think it is a shame that many parents today are supporting corporal punishment in schools. While countries such as England, Poland, Italy, France, Germany, Turkey and Japan do not allow teachers to hit school children, our Malaysian schools are turning to the cane to control the problem of misconduct among school children.

According to the experts Dr Haim Ginott and Dr Rudolf Dreikurs, punishment does not stop children from misbehaving. Once a child is punished, it only makes him more careful about getting caught the next time. It will not make him more honest and responsible.

Once upon a time, there was a little girl in my neighbourhood who stole things from homes she visited. Of course, when she was found out, her grandmother punished her severely. But the grandmother never told her that stealing was bad and that she must stop doing it. So, the little girl continued stealing. Finally, the neighbours stopped inviting her over to play with their children.

Punishment is a shortcut to discipline. Adults who use it believe children should be controlled but do not guide them to teach the appropriate behaviour.

There is no communication in punishment. The only words that children hear when they are punished are those, which threaten and ridicule them.

The whole idea of punishment is to make the child feel bad about him or herself. The adult expects the offender to learn from the punishment. On the contrary, children who are punished feel angry and helpless. Chances are they will commit the offence again. This is probably their way of getting even with the adults who punished them. We must try to reduce the desire to misbehave. Children who are given a listening ear by their teachers and parents do not need to misbehave in order to get attention.

Communication between adults and children is the key to self-discipline. Authors and award-winning experts Adele Faber and Elaine Mazlish, who wrote the best sellers *How to Talk so Kids will Listen* and *Listen So Kids Will Talk* and *How to Talk So Kids Can learn*, offer a few alternatives to punishment.

When children misbehave, it is most likely that they are crying for help. They need attention from adults to help them understand their behaviour. For example, a young child who uses foul language when he is angry is showing his anger the only way he knows how. His parents can help him find other ways to do so without hurting others.

Tell children directly when you disapprove of their behaviour. Avoid scolding the child by saying, 'You are bad or useless' or 'Don't you use such language in my house'. You should say, 'I am upset that you still went out after I had clearly told you not to or 'That kind of language upsets me'.

Children need to hear what you expect from them. Do not assume you child knows what is on your mind. Parents and teachers, who punish children, make the mistake of thinking that the child knows what is in the adult's mind.

Tell your child, 'I expect you to ask me first before you take any of my things' or 'I expect you to use other ways to let me know how angry you are'.

Making children say they are sorry does not help them feel better about themselves. Children will still repeat their misconduct after they have been made to say they are sorry. When they are forced to say sorry, they will do so. However, they will harbour angry thoughts.

Children should be allowed to have choices. This can help redeem them from their wrongdoings and they don't lose their self-esteem. For example, in case of theft, adults can make children use their savings or earn money to pay for things they have taken or destroyed.

The Determination To Succeed

by Billy-Q Cing Min

Krishnan kept on walking. It was a cold night. The faint outline of houses appeared in the distance. Then, in the dark, he made out a dilapidated wooden shack. Krishnan kept his gaze fixed on the house. This had once been his home. How long had it been? He could hardly believe that ten years had passed since he left this abode. How could he forget he hardship, the struggle, the sorrow and the poverty?

Krishnan was the eldest child in a family of six. Life had not been so difficult when his father, the sole breadwinner of the family, had been around. By a cruel twist of fate, his father had passed away in a road accident. Krishnan's heart still misses a beat whenever he remembers the tragedy. It had been the most devastating period of his life. There were four other mouths to feed. He was the eldest and the others depended on him. At a time when most other people would resign themselves to being helpless victims of the fate, Krishnan had the fighting spirit. He resolved to go on in spite of all odds being against him.

A typical day for Krishnan began at dawn. After gulping down his breakfast, he would take the *nasi lemak* his mother had made and deliver them to the cake seller at the stall in the market. He also supplemented their income by helping Pak Halim at the *roti canai* stall, washing the plates and glasses. With the meagre income both mother and son earned, combined with their husbandry, they had been able to make ends meet.

It was hard to keep a grip on himself and not lose hope but he endured it for the sake of his family, whom he loved. His mother had been the driving force.

He passed every examination with flying colours. Determination and perseverance enabled him to obtain a grade one in his SPM and straight As in his examination. After securing a scholarship, he went on to university, graduating four years later with an honours degree in accountancy. That was the reward for all his efforts.

Now, working as an accountant, he finally had the means to look after his aging mother and educate his younger brothers and sisters. His recipe for success was working hard until his ambition was achieved. Now everybody calls him a high flyer..

The Betrayal

by Farhana NMBF
SMS Raja Tun Azlan Syah, Taiping, Perak

I watched as a boy walked side by side with a girl. He was my best friend from primary school. The girl beside him was gorgeous. When he saw me watching him, he walked away from me without smiling. He walked as if he had the world to himself. I was furious.

And then, I remembered all the memories we shared together. We used to be inseparable. The previous years, he would come to my house every Saturday night to study. He was the first to send me a Valentine card when I was in Standard Three. We were so young and innocent at that time.

When I thought about the memories, I was suddenly struck by a pang of jealousy. All the years he shared with me were destroyed just because of a few months with this girl. This is not fair. I could've been happy for him but considering the way he has been acting, never.

When I changed school this year, I called to inform him. He just said goodbye and hung up. I cried really hard that night. My Mom told me that it was nothing and he was stupid to ignore me. At times like this, my Mom seems like the only person who cared in my life. When I finally calmed down, I knew my Mom was right. He was foolish and unlucky. I could find a better best friend. Just like what my Mom had said, "God gave us a family but thank Him we can choose our friends".

HOW TO SAVE MONEY WHEN SHOPPING

By Siti Nadiah bt. Abd. Rahim
Sek. Men. Keb. Agama (P) Kangar, Perlis

If we look closely at supermarkets of shopping complexes,we can see lots of people go shopping throughout the year, whether there is a festival or not. We go shopping for necessary things. However, sometimes, we buy goods, more than necessary especially when we are attracted by sales and interesting advertistements. When this happens,we dig deeper into our pockets, and waste our money. How do you avoid this bad habit?

First of all before shopping, we should have a shopping list. We should buy just essential items such as food and household things. The list will help us not to buy unnecessary items. Nowadays, during festival seasons or school holidays, there are always sales at supermarkets. During the sales period, prices are much cheaper than before. This attracts us to buy too many things, including the unnecessary ones. Hence,we should try not to overspend at sales. Perhaps it is quite difficult to prevent this instinct. However,when there is a will,there is a way!

As Malaysia develops, the prices of goods also increases, day by day. Hence,while shopping,we should choose shops carefully. If prices of goods are high and service not satisfactory,we should not spend our money at such shops! It should be the same when we have meals at restaurants. The prices of food should be fair. The waiters should treat us properly. You know,sometimes a *mamak* stall is better than a hotel's cafe. My advice is, choose a shop based on its quality, not on its name!

Having a healthy body is important. For example, while spending our money on food,we should think about the ingredients and its effects on our body.The best way is to buy nutritious food which contain nutrients such as carbohydrate, protein, vitamins and less fat. While buying fruits we ought to choose fresh ones. Furthermore, children including teenagers love eating junk food. Therefore, parents should discourage such habits very early in life before it is too late. Junk and instant food are useless as most of the ingredients contribute nothing to our health.

In addition, while buying food, you should keep your eye on the quality. For example, while buying canned food, firstly you should look at the expiry date. Make sure that the date has not expired. Next,observe the ingredients on the label. Make sure that there are no harmful additives. You should also ensure that the can is not dented. If you buy food items always ask the cashier for the receipt. If there is anything wrong with the food items, you can ask for replacement.

READERS' CONTRIBUTIONS
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Kelana Jaya Post Office
46790 Petaling Jaya, Selangor
or E-mail: leelagov@tm.net.my

Daniel Radcliffe

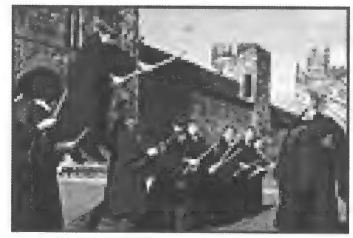
Twelve-year-old Daniel Radcliffe who plays Harry Potter in the movies just loves being an actor. His first role as an actor was in Charles Dickens' David Copperfield. He would watch how other experienced actors got into their character, how they focused and learnt from them.

The hardest thing he had to do about filming Harry was The Mirror of Erised scene. He found it hard to get the right thought into his head. It was hard mentally, not physically.

Daniel is quite different from his Harry character but curious like Harry. He is curious about magic and believes in it. If he could have one special powers, he would like the cloak where he becomes invisible. While filming Harry Potter, Daniel became great friends with Emma Watson (Hermione Granger) and Rupert Grint (Ron Weasley).

Daniel (Harry Potter) at The Mirror of Erised scene

Daniel's parents are happy about their son's fame but cool about it. So is he. Fame has not changed him. He has kept in touch with all his friends and he has not neglected his schoolwork. He lists science and gym as his favourite subjects in school and math and French as his least favourite.



He enjoys Terry Pratchett's books such as The Colour of Magic, The Light Fantastic, etc.; Louis Sachar's Holes.and loves McDonald's. His favourite music is by REM and JJ 72. His favourite sport is gymnastics.

CAN YOU SOLVE THEIR PROBLEMS

I have a really big problem with my Dad. I do love him but when he starts to chafe, it traumatises me and I can't concentrate on my study. Sometimes, he seems like a nice, caring loving Dad but sometimes he acts like an old man who has lost his mind and scolds my Mom. I have no one else in this world except my Mom and my sister. I love them very much. My Mom always cries and it makes me hate my Dad. Whenever I see her crying I feel like wanting to chuck my Dad into the sea and never want to see him again. Please ... someone help me.

DET in Confusion

I love a guy for a long time now. A few days ago I found that another guy from my school likes me. He has been staring and drooling over me. I don't want to end up with two guys. Please help.

SL vs TQY

My friend has a problem. She feels she has hurt the feelings of a boy who was trying to be friendly with her. What can she do?

L J

REPLIES TO LAST ISSUE'S PROBLEMS

Dear Teen Angel,

If you really like the boy, try making friends with him and get to know his personality. Remember, love is friendship and honesty can best replaced with the meaning of it.

UDET in Confusion

Dear CM,

We spend too much time looking for the right person to love or finding fault with those we already love instead of perfecting the love we give. Once you have found love, don't let it go. Another chance might never come your way.

Step

TEENFILE

Please send your problems to:

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(TEENFILE)
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46790 Petaling Jaya, Selangor
or E-mail: leelagov@tm.net.my

I am **Siti Salama** from **MRSM Chenderoh, Perak.** I would like to send my dedications to: 1. Students and teachers of MRSM Chenderoh, Kuala Kubu Baru and Sultanah Asma 2. My room-mates Naha, Ezza and Ima 3. I Omega (2001) My advisor in my hometown En Omar and Pn Azizah. My messages are 'Friends: Smile and remember me always. Teachers: Thanks for everything you do for me.'

I am **Muhammad Hafiz bin Meon** from **SMK Tenang, Labis.** I would like to send my dedications to: 1. My classmates 2. My best friends Rabiatul Adawiyah (SMK Agama Segamat). My teachers and all students of SMK Tenang, Labis. My message is 'Always remember Allah in all situations.'

I am **Halimahtul Sadiyah bt Esa** from **SMK Tenang, Labis.** I would like to send my dedications to: 1.My parents. 2. All my teachers. 3. My best friends Azza, Zurai and classmates (5 Sakura 2) 4. SPM candidates 2001. My message is, 'Hey, guys, remember our target is to get excellent results. Study smart and never say die before you try.'

I am **T. Narvin** from **High School.** I would like to send my dedications to: 1. My parents 2. Naim 3. Mohan 4. Royston 5. Hafizuddin. My message is'My favourite subject is English and I find it easier learning it through my favourite magazine QUEST.'

I am **Alicia Chin** from **SMK Bandar Sunway.** I would like to send my dedications to: 1. My family 2. My primary and secondary school friends 3. My teachers 4. All the youth members of Hosanna Praise Assembly. My message is 'Trust in the Lord. All things are possible'.

I am **Derek Chin** from **SJK(C) Chew Moh.** I would like to send my dedications to: 1. My lovely parents. 2. My brothers and sisters. My teachers. 4. All my classmates. My message is 'Study hard and your dreams will come true.'

I am **Nur Diana** from **SMK Subang Jaya.** I would like to send my dedications to: 1. All PMR candidates. My beloved friends Sharifah, Fatheen, Lin, Hetty, Azrien and Liyana. My message is 'Good Luck in your PMR. May our friendship stay forever'. I am **Mohd Fadhli Ahmad Redzuan** from **Maahad Tahfiz Darul Furqan, Padang Balang, KL.** I would like to send my dedications to 1. My teachers 2. Ust Salleh Sani Al-Hafiz 3. My best friends Fizi, K-din, Ali, Ashraf, Syahid. 4. All members of MTDF and those who know me. My message is 'May Allah Bless You.

I am **Chan Sue Li** from **SMK Sultan Sulaiman, Kuala Terengganu.** I would like to send my dedications to Hew Kok Soon, Ng Yen Ling and Hidayah Zaini who celebrated their 16th birthdays in January. My message is 'Happy Sweet Sixteen. May God bless you with a successful year ahead'.

I'm **Alice** from **SMK Tun Mamat, Tangkak.** I would like to send my dedications to my beloved parents, my cute little sister, my teachers and last but not least all my friends: Shaw, Punitha, Jessy, Jean, Gan, Mel and others. My message is 'The world is full of marvellous things to discover. Never let a day pass by without astonishing yourself'.

I am **Nur Afifah bt Mohd Ramli** from **SMK Panglima Gantang, Perak.** I would like to send my special didications to: My sister Nida in UM. My classmates. 3 My best friends, Siti Farida. 4. All those who know me. My message is 'Life is just like a long journey. Don't waste it. Good luck.

I am **Yuslia Suhana** from **SERATAS.** I would like to send my dedications to: 1.My siblings, Yus Amirul Hadi, Yusnathia Atikah and Kak Yong 2. My room-mates and classmates 3. My friends Dira, Pii, Zai, Dodo, Ikwan and Taufik. 4. My penpals, Anna and Zulhilmi 5. All SERATAS teachers. My message is Remember me always and Good luck for the coming PMR.

I am **Nur Dalila** from **SMK Convent, Sitiawan, Perak**. I would like to send my dedications to: 1. My lovely parents. 2. All my classmates and teacher Puan Yeat. My friends Fetty Fadura, Nor Mazitah and tun and all those who know me. My message is 'Life is striving for excellence.'

I am **Juriah Fi'i** from **Sek Tinggi Segamat, Johor**. I would like to send my dedications to: 1. My dear parents 2. My lovely brother, Nizi Shazril Ithnin. 3. My teacher and friends. My message is 'I love you all'.

I am **Claire Lai** from **SMJK Yu Hua, Kajang**. I would like to send my dedications to: 1. My family 2. Mr Seelan. 3. Classmates, Ee Lian, Yong Kee, P Sue, P Ching, P Ann, H Sin, Pei Wee, Yi Yang, Fuh Rong, Ling Wei and Kian Hwee. My message is 'Remember me. All the best to you.

I am **Suazira M Surat** from **SMK Seri Desa, Tanjung Karang, Selangor.** I would like to send my dedications to: 1. My teacher 2. My classmates. My friends Rini, Mut, Bedah, Lan, Apek and Ing. My message is 'I hope we all can be successful'.

I am **Saudatul Akmal** from **SMA Khairiah, Terengganu**. I would like to send my dedications to: 1. My lovely Mother. 2. My family. My classmates. Best friend Shikin. Sister in KL. My message is Let's do our best in PMR. Remember me always and I love you all.

I am **Lee Choon Rao** from **SMJK Yu Hua, Kajang**. I would like to send my dedications to: My parents 2. My best friends, Mui Chen, Xiao Tian, Ming Jia and Shean Lian. My message is 'Laughter is the best medicine. Good luck'.

I am **Jeevitha Patmanathan** from **SMK Convent, Kajang**. I would like to send my dedications to: 1. My beloved cousin, Chandru, Suthan, Shuba and Loshiny. 2. My beloved friends, Saritha, Chitra, Piriashini. My tuition classmates 4. Mr Seelan. My message is 'Study smart'.

I am **Suhana** from **KOSPINT**. I would like to send my dedications to: 1. My lovely parents. 2. My sis Sue. 3. My friends and former friends and all students of KOSPINT 2001. My message is 'Study hard for the coming examination'.

I am **Carmen** from **SMK Convent Sitiawan, Perak**. I would like to send my dedications to: 1. My beloved parents. 2. My friends who know me. 3. My classmates 4. My close friend Komathy. My message is 'I miss you all very much'.

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BACKCHAT

Dear Readers,
We hope you have adjusted well in your new class this year and are looking forward to learning new things in school. Ever heard that we use only one per cent of our brains? Yes, it's true - which means that an enormous amount of your brain's potential lies untapped. The subjects you learn in school help you to develop some of your brain's astounding potential. So, don't be quick to write off any of the subjects as boring. Be interested in what your teacher is teaching you. Learn all you can at school. You'll need the foundations of a good education when you begin your working life many years from now. All the best for an interesting year at school!

The Editor

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This issue → ISSUE NUMBER 51

Our Revels now ended

OUR revels now are ended: these our actors,
As I foretold you, were all spirits, and
Are melted into air, into thin air:
And, like the baseless fabric of this vision,
The cloud-capp'd towers, the gorgeous palaces,
The solemn temples, the great globe itself,
Yea, all which it inherit, shall dissolve;
And like this insubstantial pageant faded,
Leave not a rack behind. We are such stuff
As dreams are made on, and our little life
Is rounded with a sleep.

William Shakespeare

Sonnet

When in the chronicle of wasted time
I see descriptions of the fairest wights,
And beauty making beautiful old rhyme
In praise of ladies dead and lovely knights;
Then, in the blazon of sweet beauty's best,
Of hand, of foot, of lip, of eye, of brow,
I see their antique pen would have express'd
Even such a beauty as you master now.
So all their praises are but prophecies
Of this our time, all you prefigurine;
And, for they look'd but with divining eyes,
They had not skill enough your worth to sing;
For we, which now behold these present days,
Have eyes to wonder but lack tongues to praise.

William Shakespeare